

March 22nd, 2024

# QUALITATIVE METHODOLOGY OVERVIEW

PHPM - AHD



## TRUTH

As learners, clinicians, educators, and researchers in Canada, we live, learn, and work on traditional Indigenous territories. We pay our respects to the First Nation, Métis, and Inuit ancestors and affirm our commitment to respectful relationships with one another and this land.



## RECONCILIATION

The five R's:

**RESPECT** for all peoples and their world views

**RECIPROCITY** in all relationships

**RELEVANCE** to holistic wellness

**RESPONSIBILITY** for informed practice & pedagogy

**RELATIONSHIPS** grounded in safety and humility

# THE TOPIC AND OBJECTIVES AS DESCRIBED ARE:

## TOPIC

Review of qualitative analysis (delphi process, focus group, key informant [insider knowledge] surveys, nominal group, participant observation, etc)

## OBJECTIVES

1. Compare and contrast common qualitative analysis methodologies (delphi process, focus group, key informant [insider knowledge] surveys, nominal group, participant observation, etc)
2. Identify research questions best addressed using qualitative study designs
3. List limitations and opportunities of qualitative study designs compared to quantitative

# HOW WE'RE GOING TO COVER THAT.

## WE WILL...

- Locate qualitative research as a paradigm of inquiry, identifying examples of its ontological and epistemological orientations
- List 4 key features of qualitative research
- List 5 methodologies commonly used –and one emerging –in qualitative health research and provide an example of their application in topics of relevance to public health
- Identify common data collection tools & sources in qualitative health research
- Describe a selection of data collection tools: observation, interview, focus group, group consensus (delphi and nominal group)
- Identify rigour criteria for descriptive and interpretive qualitative research

# BROAD LOCATION OF QUALITATIVE AND QUANTITATIVE RESEARCH\*

Orientation	Qualitative	Quantitative
Reasoning	inductive	deductive
Questions	how, why -insight	who, what, when, where -description
Treatment of research context	relevant, part of the study	minimize/control to isolate and manipulate variables
Quality of research	relevance and credibility	representativeness and generalizability

\* This is quite crude. These features are not nearly as binary as represented here.

# PERSPECTIVE



<https://mettahu.wordpress.com/2013/07/21/a-matter-of-perspective/>

# Assumptions about reality and truth in research

Quant	Positivism	Reality exists 'out there' and is knowable through observation and measurement interpreted through reason and logic. The focus is to uncover laws that govern human behaviour. Only accepts as realities that which can be empirically verified. Objective. Positivist. Ability to predict.
	Post positivism	Reality exists 'out there' and can only ever be imperfectly known through observation and measurement. Allows for subjectivity. Researcher is not an independent observer of the social world. Combines induction and deduction.
	Postmodernism	Regardless of adherence to scientific methods, truth (findings) is always bound with historical and cultural context. There are no universally true explanations.
Qual	Realism	Realities exist independent of our thoughts and knowledge about them and may be partially revealed through measurement and observation, but also other sources of knowledge. Causal explanations are dependent on revealing empirical regularities through understanding of observable structures.
	Pragmatism	Realities exist independent of human thoughts and knowledge. Beliefs are identified with the actions of the believer; truth of those beliefs (reality) is associated with the success of the associated actions -ideas are considered in terms of their practical effects and consequences.
	Interpretivism	"Out there" exists but realities are socially and experientially constructed and intersubjectively created. Researchers seek to interpret or understand the meaning that humans attach to their actions. Truth is negotiated through dialogue and is fluid and contextual. There can be multiple, valid claims to knowledge.
	Constructivism	Reality is what our individual minds create and doesn't exist outside of that; influenced by the contexts and relationships within which we are embedded and what we already know. Realities are created individually and collectively. There are multiple socially constructed realities that exist not governed by law-like regularities. Focus is to understand lived experience from the perspective of those who live it.
Any	(Critical)	Connected to multiple paradigms to locate/focus their ontological orientations on the notion that improvements in society are possible. Focus is on power, inequalities, social change.

# IMPORTANT TERMS

Paradigm  
A coherent set  
of views across  
these

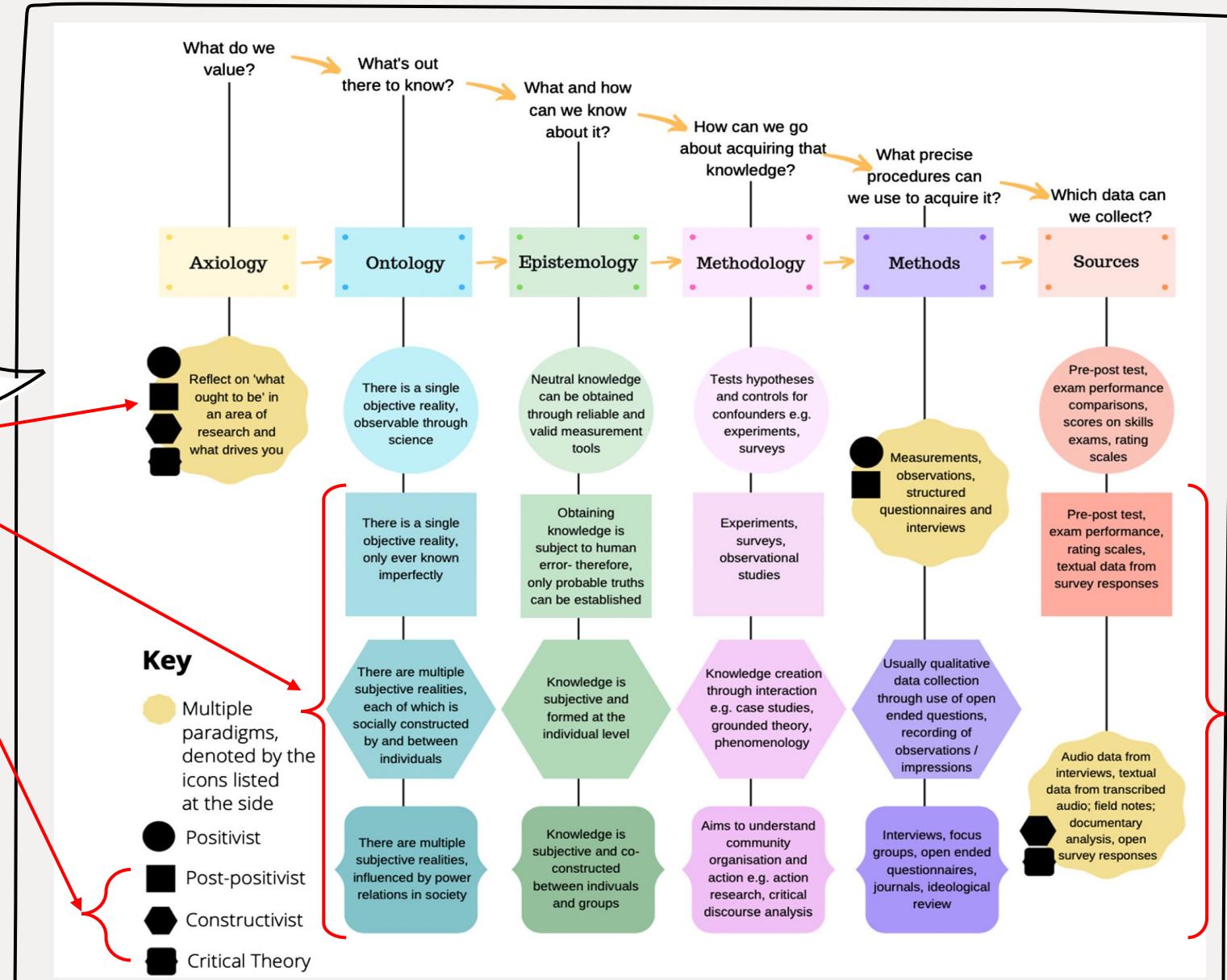
- Axiology
  - Axia (value, worth); logia (written or spoken discourse/reason)
  - A branch of philosophy that considers judgement about value; encompasses ethics (what is good and right) and aesthetics (what is beautiful and harmonious)
  - What is valued in research/aims of research
- Ontology
  - Onto (being); logia (written or spoken discourse/reason)
  - The nature of reality
- Epistemology
  - Episteme (knowledge); logia (written or spoken discourse/reason)
  - How reality is known
  - The relationship between the knower and the known
  - The characteristics, principles, and assumptions that guide the process of knowing and achievement of findings
- Methodology/methods
  - A system/plan with principles, procedures, and rules for attaining/creating knowledge

# PARADIGMS- QUALITATIVE RESEARCH IN CONTEXT

From: Brown, M.E., Dueñas, A.N. A Medical Science Educator's Guide to Selecting a Research Paradigm: Building a Basis for Better Research. *Med.Sci.Educ.* 30, 545-553 (2020).

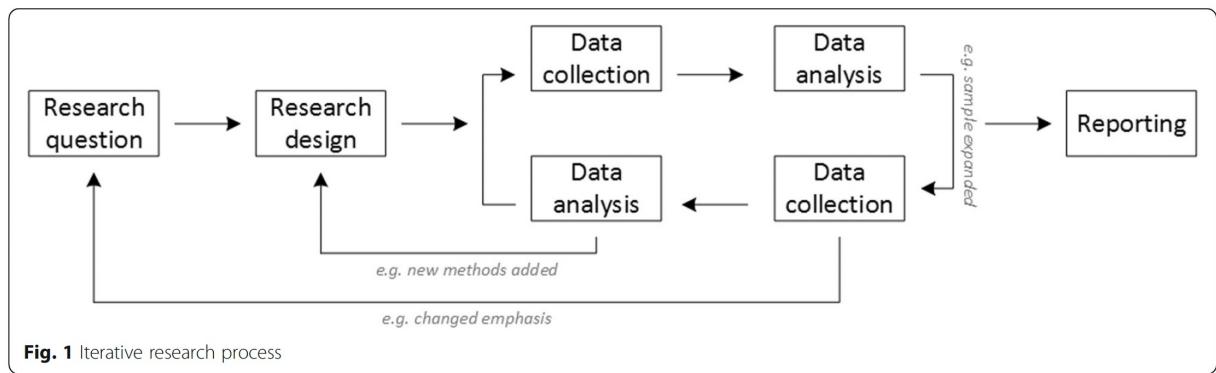
<https://doi.org/10.1007/s40670-019-00898-9>

Figure 2. Pg 550.



# WHAT IS QUALITATIVE RESEARCH? WHY DO IT?

- Systematic approach to creating understanding about human experience and meaning of those experiences
- Situated naturalistically
- Is embodied, interpretive, relational, and iterative
- There is no 'one' method or set of practices
- Produces rich, thick description
- Participant voice is heard



As defined by Aspers & Corte (2019)

1. Adds significant new concepts to the knowledge of the research community -focus on the 'how' and 'why' questions
2. Involves iterative phases that oscillate between theory and evidence; analysis and construct generation
3. Researcher is 'close' to the phenomenon being studied
4. Provides an improved understanding -scientifically relevant; useful to build upon

Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative sociology*, 42(2), 139-160. <https://doi.org/10.1007/s11133-019-9413-7>.

Busetto, L., Wick, W. & Gumbinger, C. How to use and assess qualitative research methods. *Neurol. Res. Pract.* 2, 14 (2020). <https://doi.org/10.1186/s42466-020-00059-z>.

What kinds of public health research questions can be answered using qualitative methodologies?

How can suicides be prevented among those serving probationary community sentences in UK?

How can public health leaders be better prepared for the challenges of a 'new era'?

How is the Dengvaxia® vaccine controversy in the Philippines linked to measles vaccine hesitancy there?

How are successive waves of neoliberalism implicated in the lived experiences and QOL of 3 generations of people in post-industrial Clydebank, Scotland?

What are the experiences of health and healthcare for British women who have had their children removed by child protective services?

Is reducing the prevalence of obesity among Indigenous people an important health goal?

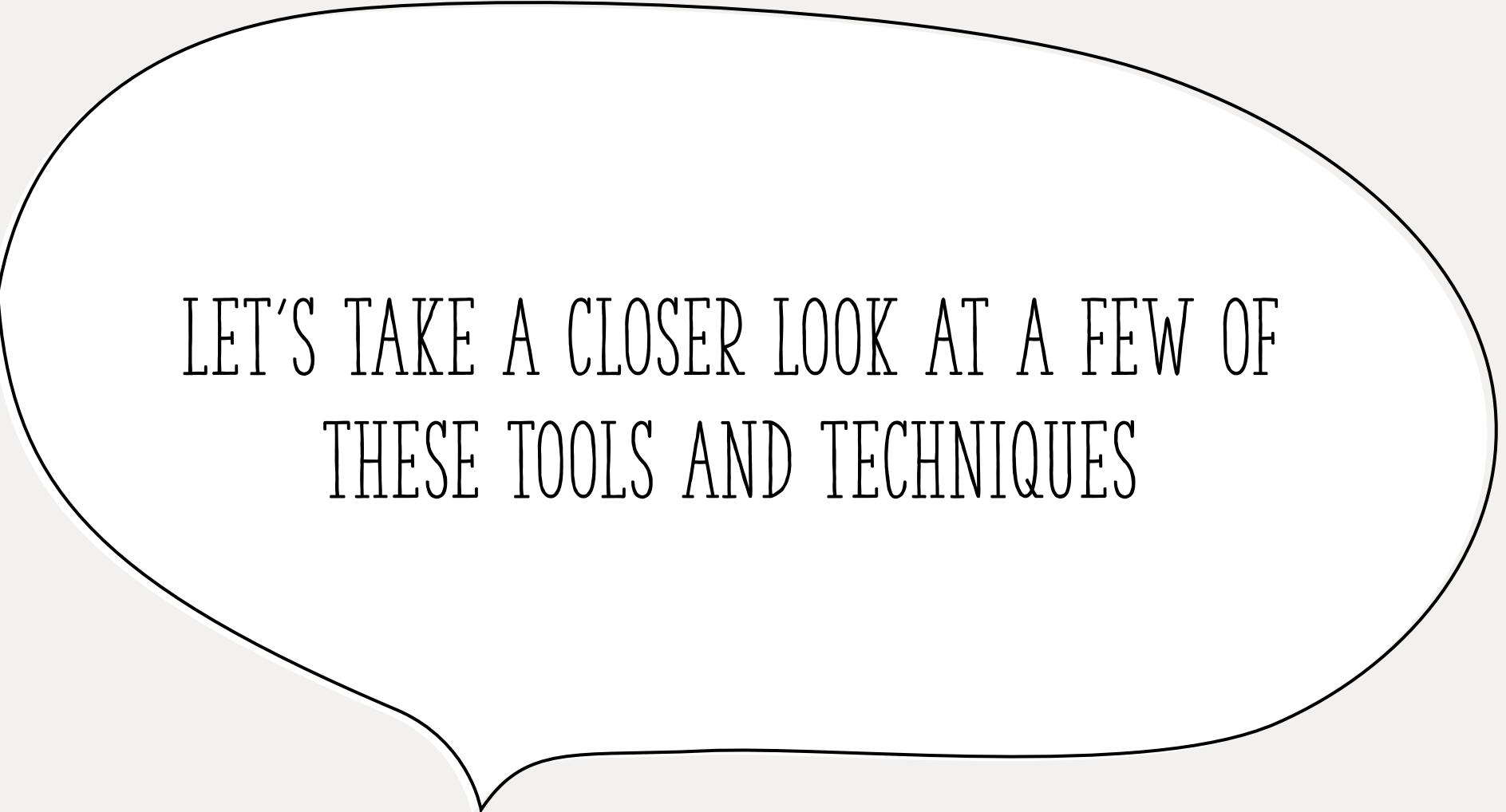
# COMMON QHR METHODOLOGIES -A BROAD OVERVIEW

Methodology	Orientation	Goals/Foci	Typical Data Sources
Phenomenology	First person experience and meaning-making	Pure description & Interpretive -relating to context, previous experience	Individual interviews -open ended or semi-structured
Grounded Theory	First person experience	Inductive theory generation	Interviews -largely open ended
Ethnography	Individual and group relations -internal and external perspectives	Reveal cultural patterns of human behaviour and organization	Fieldwork. Mixed and varied activities -interviews, [participant] observations, group discussion, surveys, texts, images, quant data
Case Study	Detailed account of specific context(s) reflective of a phenomenon, persons, or organizations of interest	Detailed description or explanation	Multi-method- Mixed and varied activities -interviews, observations, group discussion, surveys, texts, images, quant data
Narrative Inquiry	Life histories, story	Understand human action and experience, how these are ordered to sense-make	Individual interviews/text -open ended or semi-structured

# COMMON DATA COLLECTION TECHNIQUES AND SOURCES IN QHR

- ✓ Interviews -individual and group
  - Semi-structured, unstructured
- ✓ Focus Group
- ✓ Observation
  - in person in real time, video, still images
- ✓ Participant observation
  - Researcher as participant in observed activities
- ✓ Arts (participant/co-produced)
  - Video, photography, sound, story
- ✓ Text
  - Archives, professional media, social media

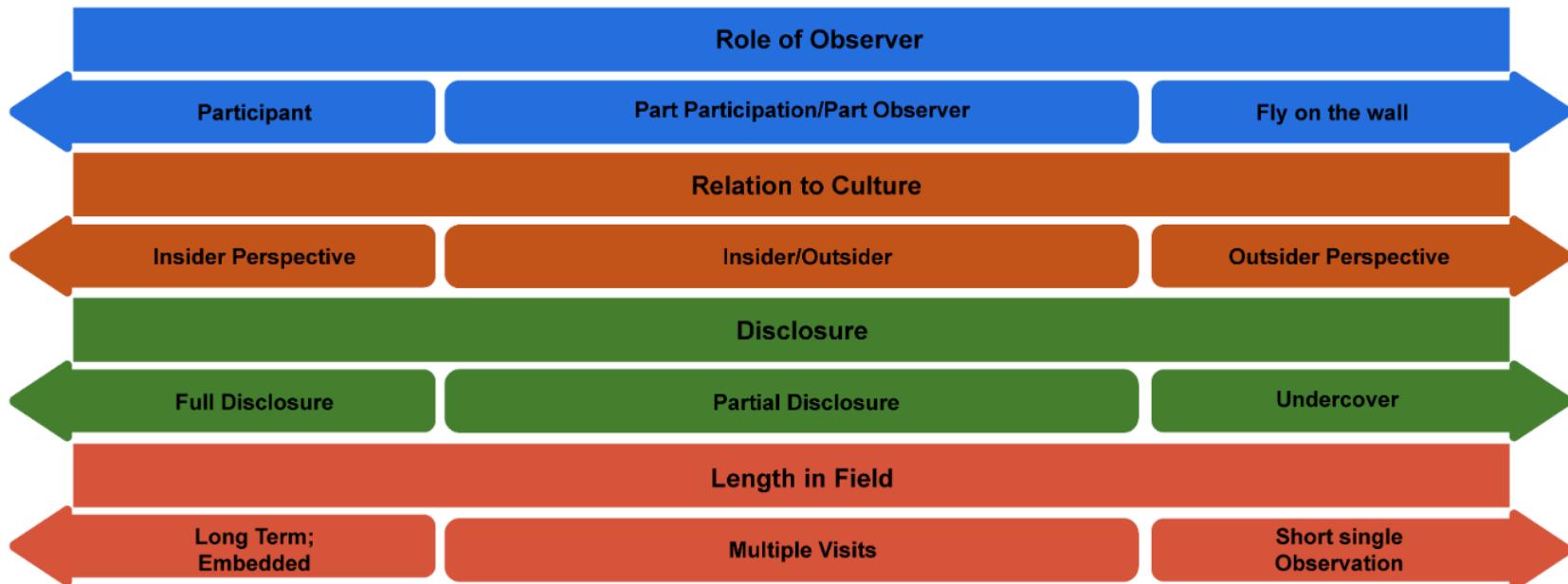




LET'S TAKE A CLOSER LOOK AT A FEW OF  
THESE TOOLS AND TECHNIQUES

# WHAT IS (PARTICIPANT) OBSERVATION [(P)-O]?

- Field approach to gathering data in which a researcher enters a specific site for the purposes of engagement or observation
- Can be conceptualized as a continuum



*Figure 31.1 Fieldwork Possibilities*

Hurst, Chapter 13: <https://open.oregonstate.edu/qualresearchmethods/chapter/chapter-13-participant-observation/>



# WHEN DO WE USE (P)-O?

Whenever a researcher wants to document actual behaviours and practices as they happen

SEE HURST CHAPTER 13 FOR EXAMPLES OF THE USE OF (P)-O IN DIFFERENT QUALITATIVE METHODOLOGIES

Hurst, Chapter 13:

[https://open.oregonstate.edu/qualresearchmethods/  
chapter/chapter-13-participant-observation/](https://open.oregonstate.edu/qualresearchmethods/chapter/chapter-13-participant-observation/)

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# TYPES OF (P)-O DATA COLLECTION

Guest, Greg; Namey, Emily E. and Mitchell, Marilyn L. (2013) Chapter 3. Participant observation. In Collecting Qualitative Data: A Field Manual for Applied Research. London: Sage. [http://www.sagepub.com/upm-data/48454\\_ch\\_3.pdf](http://www.sagepub.com/upm-data/48454_ch_3.pdf)

Table 3.5 Types of Data Collection in Participant Observation

Data Type	Description	Pros and Cons
Observation Notes/audio/video	<ul style="list-style-type: none"><li>The baseline for participant observation, notes, and recordings</li><li>Written/transcribed/digital record of what the researcher saw, heard, or felt during the observation period</li></ul>	<ul style="list-style-type: none"><li>Very open to emergent data, little/no instrument bias</li><li>Can be difficult to capture in some venues, time consuming to analyze, subject to the bias of the researcher regarding what to note or record</li></ul>
Casual conversations/informal interviews	<ul style="list-style-type: none"><li>Notes or recordings of actual conversations</li></ul>	<ul style="list-style-type: none"><li>Captures data in the vernacular and in context</li><li>May not be relevant to research objectives, can be hard to accurately record in some settings</li><li>May be highly idiosyncratic and difficult to analyze</li></ul>
Semistructured or structured interviews	<ul style="list-style-type: none"><li>Interviews conducted using an interview guide</li></ul>	<ul style="list-style-type: none"><li>Provides data relevant to the research objectives</li><li>Takes the encounter into a "research" mode that decreases some aspects of the natural context</li></ul>
Counts of specific observations	<ul style="list-style-type: none"><li>Counts of the frequency/intensity/source of specific behaviors of interest—usually collected with the aid of a template listing the types of things to be counted</li></ul>	<ul style="list-style-type: none"><li>Provides data that can be used to identify norms or make comparisons between events/times/individuals, and so on.</li><li>Requires the development of a data collection instrument and the ability to accurately record the behavior of interest in the field setting</li></ul>
Process flows	<ul style="list-style-type: none"><li>Visual or verbal records of common processes—often laid out in a flow chart or stepwise diagram</li></ul>	<ul style="list-style-type: none"><li>Excellent for understanding sequenced events (work flows, manufacturing processes, decision processes)</li><li>Can be challenging to capture</li><li>Danger of capturing an idiosyncratic version</li></ul>
Lists and categories	<ul style="list-style-type: none"><li>Lists of items, categories, and inclusion/exclusion rules</li></ul>	<ul style="list-style-type: none"><li>Provide both list content and cultural meaning</li><li>Can be tedious to collect and may be difficult to extract "rules"</li></ul>

# WHAT IS OBSERVATION (WITHOUT PARTICIPATION)?

- Focuses on observable behaviours and contexts
- Commonly used to generate ordinal data
- Descriptive -who, how often, how many, how intensely
- May be captured in a more structured way (a-priori form/checklist)

				#:
				Date of Observation:
				Day of week:
				Time of Observation:
				Time of Observation relative to initiative:
Neighborhood Constructs	Indicators	Frequency	Notes	
Physical Disorder	Trash/garbage/litter on sidewalk/street/gutter/common areas			
	Residence with trash/garbage/litter in yard			
	Structures marked with graffiti			
	Abandoned cars			
Physical Order	Signs restricting access, documenting rules, or indicating neighbourhood watch			
	Structures with graffiti painted over			
Physical Decay	Burned out or boarded or abandoned houses			
	Burned out, boarded or abandoned commercial buildings			
	Buildings with broken windows			
Other (please describe)				

Figure 2. Observation sheet for physical indicators

				Block #:
				Date of Observation:
				Day of week:
				Time of Observation:
				Time of Observation relative to initiative:
Neighborhood Constructs	Indicators	Frequency	Notes	
Social Disorder	Individuals congregating or hanging out with verbal conflict			
	Individuals congregating or hanging out with physical conflict			
	Potential drug activity			
	Potential prostitution activity			
	Loud music/noise			
Social Order	Individuals congregating or hanging out, no observable conflict			
	Residents sitting on porches			
	Individual juvenile or adult out in the neighborhood			
Other (please describe)	Police Patrol			
	Police Interaction			
	Other			

Figure 3. Observation sheet for social indicators

Harvey, L. K., Di Luca, K. L., Hefner, M. K., Frabutt, J. M., & Shelton, T. L. (2013). Systematic Observations of Neighborhood Order: Assessing the Methodology in Evaluating a Community-based Initiative. *Journal of Applied Social Science*, 7(1), 42–60. <https://doi.org.cyberusask.ca/10.1177/1936724413478329>

# WHAT TO OBSERVE?

Decisions are rationalized through research questions and objectives and flexible enough to perceive the unanticipated -prepare to be iterative

Guest, Greg; Namey, Emily E. and Mitchell, Marilyn L. (2013) Chapter 3. Participant observation. In Collecting Qualitative Data: A Field Manual for Applied Research. London: Sage. [http://www.sagepub.com/upm-data/48454\\_ch\\_3.pdf](http://www.sagepub.com/upm-data/48454_ch_3.pdf)

Whole Book: <https://methods-sagepub-com.cyber.usask.ca/book/collecting-qualitative-data>

**Table 3.4** General Things to Observe

Category	Includes	Researchers should note
Appearance	Clothing, age, gender, physical appearance	Anything that might indicate membership in groups or in subpopulations of interest to the study, such as profession, social status, socioeconomic class, religion, or ethnicity
Verbal behavior and interactions	Who speaks to whom and for how long, who initiates interaction, languages or dialects spoken, tone of voice	Gender, age, ethnicity, profession
Physical behavior and gestures	What people do, who does what, who interacts with whom, who is not interacting	How people use their bodies and voices to communicate different emotions, what people's behaviors indicate about their feelings toward one another, their social rank, or their profession
Personal space	How close people stand to one another	What people's preferences concerning personal space suggest about their relationships
Human traffic	How and how many people enter, leave, and spend time at the observation site	Where people enter and exit, how long they stay, who they are (ethnicity, age, gender), whether they are alone or accompanied
People who stand out	Identification of people who receive a lot of attention from others	These people's characteristics, what differentiates them from others, whether people consult them or they approach other people, whether they seem to be strangers or well-known by others present Note that these individuals could be good people to approach for an informal interview or to serve as key informants

# GOODMAN FIELD STUDY ON MASK USE

Includes reflections on the challenges and limitations of field observation.

- Perceived gender
- Wearing of masks - 'correctly', 'incorrectly' 'not at all'
- How people 'eating' or 'smoking' were captured
- Significance of contextual features (e.g. time of day, season, circumstances, features)

Goodman, M. (Academic). (2021). Field study on mask use in New York City during the COVID-19 pandemic [Video]. Sage Research Methods.  
<https://library.usask.ca/scripts/remote?URL=http://dx.doi.org/10.4135/9781529777659>



# WHAT IS PARTICIPANT OBSERVATION?

- Anthropological roots, e.g. Clifford Geertz (and his family's) 1950s-60s immersion in Java, Bali, Indonesia, and Sumatra
- Deeper immersion than pure observation -what Geertz described as "deep hanging out"
- Immersion with some level of unfamiliarity
  - Could be travel to an unfamiliar place or situating in a familiar place or context in an unfamiliar way
  - As Hurst explains in Chapter 14, "how might adopting a Geertzian eye deepen your understanding of... [a shopping trip to your local grocery store or farmers' market; a religious service you routinely attend...?]
- Negotiation of access can be complex
- Researcher is frequently uncomfortable

# SOME FEATURES OF P-O: IMMERSE, DESCRIBE, ANALYZE

- Interactive and relatively unstructured
- Experiential and more embodied than observation
- Generally associated with exploratory and explanatory objectives -rules & norms, the 'whys' that underpin what is observed
- Generally interpretive rather than purely descriptive; reflexive and reflective memoing are critical
- Blend of outsider objectivity and insider knowledge
- Openness to whatever seems of importance to insiders in a context

# HOW IS (P)-O A USEFUL TOOL?

- Facilitates observing/experiencing rules and norms taken for granted by experienced or insiders
- Reveals routine actions and social calculations that happen subconsciously
- Elucidates actions and thoughts that might not be recognized as part of the 'story' or 'phenomenon'

Fieldnotes #132

Date: July 16, 2022 (Saturday)

Location: Farmer's Market. Downtown Corvallis

Time: 10:02 am-1:35 pm (total time in field: 93m)

Weather: Sunny, warm (high 70s)

Time spent writing fieldnotes: 2 hours (12 pages)

General Comments: bustling activity; very little mask wearing; lots of people were in small groups and there was a lot of hugging in greetings

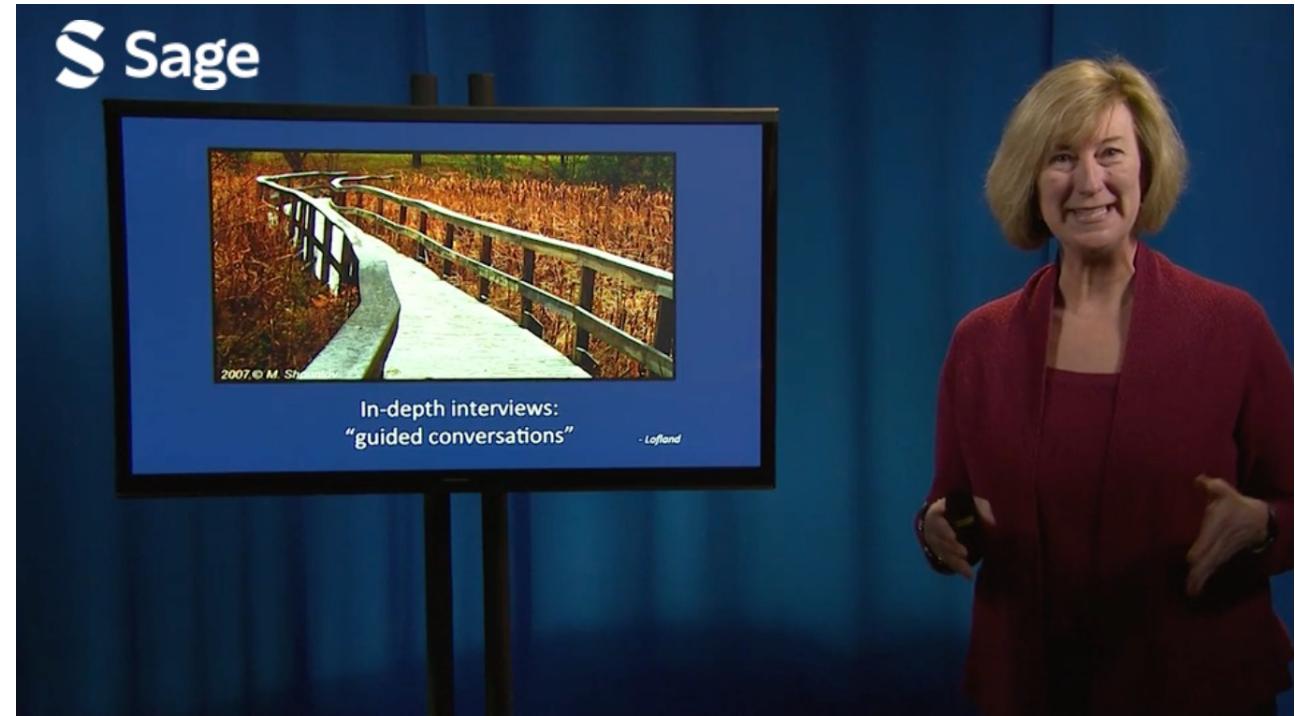
Number of persons observed: 47 adult visitors; 19 booth tenders; numerous pets and children

Analytic Themes: Resumption of "Normal"? Small Group Clustering ("dates")?

Personal Reflections: I was very happy to get to the Farmer's Market today, and everyone seemed in such a good mood (don't know if I was reflecting myself or actually saw it; I know I smiled a lot)

# COMMON CHARACTERISTICS OF IN-DEPTH RESEARCH INTERVIEWS

- conducted one-on-one
- useful for research objectives that require depth, nuance, meaning
- use open-ended questions
- use inductive probing to get depth
- generally, look and feel like a conversation



Guest, G., Namey, E., & Mitchell, M. (2013). Chapter 4. In depth interviews. In *Collecting qualitative data*. (Vols. 1-0). SAGE Publications, Ltd.

<https://methods-sagepub-com.cyber.usask.ca/book/collecting-qualitative-data/i510.xml>

Curry, L. (Academic). (2015). Major qualitative study design: Interviews [Video]. Sage Research Methods. <https://library.usask.ca/scripts/remote?URL=http://dx.doi.org/10.4135/9781529777536>

# COMPARED TO OTHER QUALITATIVE METHODS, INTERVIEWS...

- Are a good tool for asking questions about polarizing, sensitive, confidential, highly personal topics
- Can provide a space where interviewee can feel safe discussing private matters
- Alleviate concerns interviewees may have about sharing responses that in a group setting might be held back because of potential to cause offence, or feeling need to provide 'socially acceptable' response
- Provide access to what people say, not what they do

Guest, G., Namey, E., & Mitchell, M. (2013). Chapter 4. In depth interviews. In *Collecting qualitative data*. Vols. 1-0). SAGE Publications, Ltd.

<https://methods-sagepub-com.cyberusask.ca/book/collecting-qualitative-data/i510.xml>

# TYPES OF INTERVIEWS

About the level of control and degree of structure within the process: unstructured-semi-structured-structured



Hurst text, Chapter 11: Interviewing.

<https://open.oregonstate.edu/qualresearchmethods/chapter/chapter-11-interviewing/>

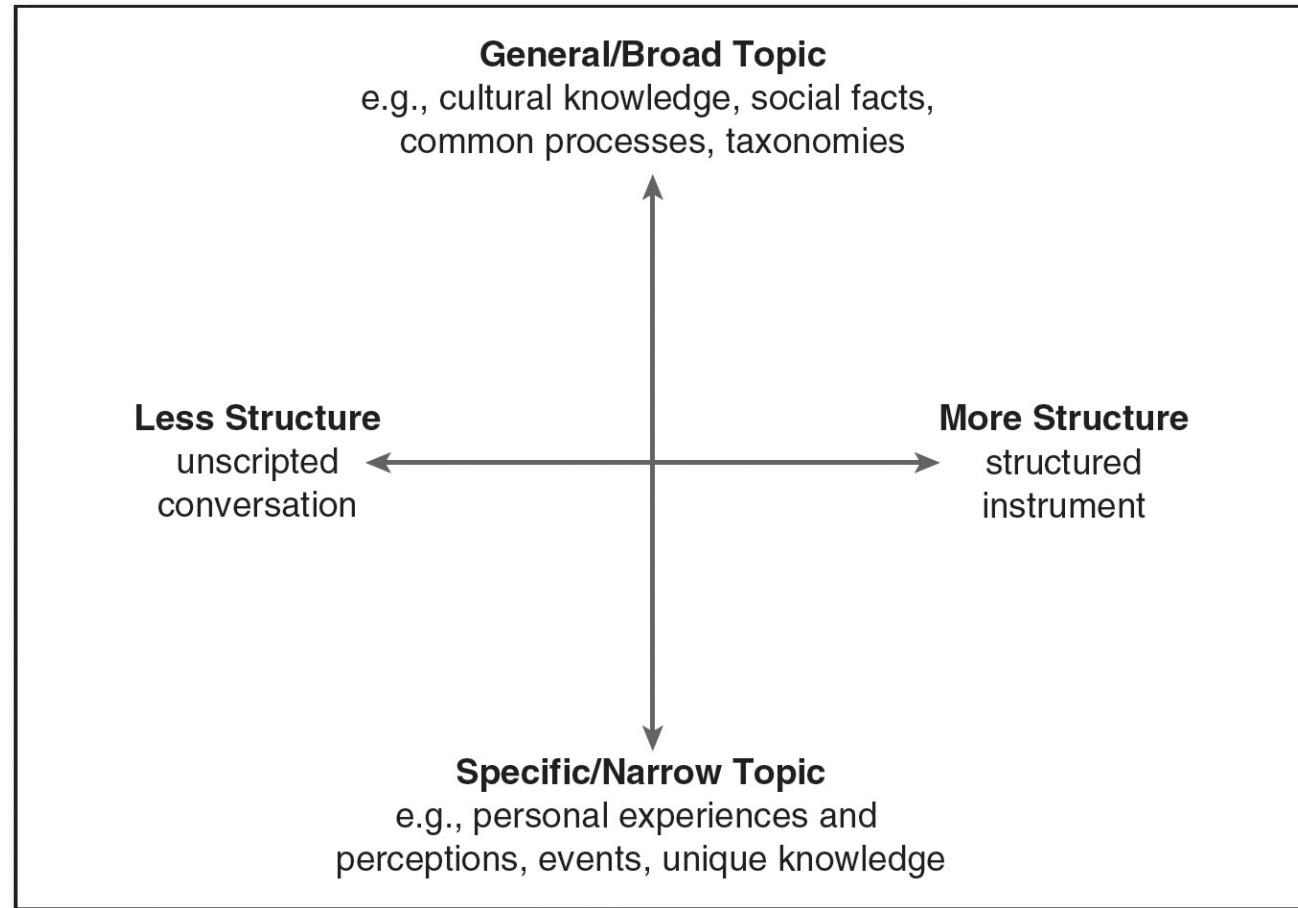


Figure 4.1 from: Guest, G., Namey, E., & Mitchell, M. (2013). Chapter 4. In depth interviews. In *Collecting qualitative data*. Vols. 1-0). SAGE Publications, Ltd, <https://doi.org/10.4135/9781506374680>; <https://methods-sagepub-com.cyber.usask.ca/book/collecting-qualitative-data>

# TYPES OF QUESTIONS

- Experience and behaviour (do or have done)
  - Opinions and values (thought and reflection)
  - Feelings (emotional responses)
  - Knowledge (factual things)
  - Sensory (smell, touch, taste, sound, sight)
  - Creative (illustrative examples, scenarios, simulations)
  - Background/demographic (questionnaire) -only what is relevant to the study
- 

# S Sage What is a focus group?

- Group of people with certain characteristics generate narrative data in a focused discussion
- Interaction and group dynamics are essential
  - widens range of responses
  - activates forgotten details
  - releases inhibitions



# HOW ARE FOCUS GROUPS USED IN RESEARCH?



Focus groups are useful for...

- Characterizing social and cultural norms
- Sharing and comparing (Morgan)
- Revealing how people talk about an issue
- Exploring potentially sensitive topics

- ✓ The interest here is on the group and their interactions
- ✓ FGs generally capture collective opinions on a topic; shared meanings
- ✓ Each event counts as one; typically need to conduct several

Not an 'efficient' form of data collection

One FG does not amount to x number of interviews completed at once

Curry, L. (Academic). (2015). Major qualitative study design: Focus groups [Video]. Sage Research Methods. <https://doi.org/10.4135/9781529777543>

# HOW ARE FOCUS GROUPS DIFFERENT FROM IN-DEPTH INTERVIEWS?

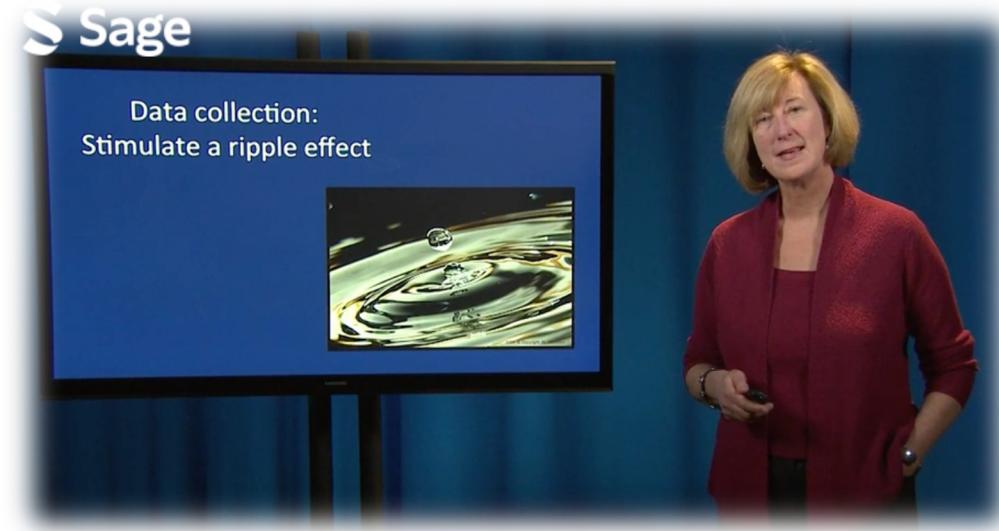
- ☒ FGs do not work well if your interest is:
  - Personal information
  - Deeply buried beliefs or personal narratives
- ☒ FGs are typically avoided if the topic is polarizing
- ☒ Deep probing not possible (nor desirable)
- ☒ Extreme views often not expressed; minority viewpoints may also be suppressed

# WHAT TYPES OF FOCUS GROUPS ARE THERE?

- Diversity
  - people with diverse perspectives and experiences; interest is in commonality across diversity and/or interactions across difference; must be cautious not to set up a combative environment
- Convergence
  - People with similar perspectives and experience; interest is in shared patterns and group consensus
  - In either type important to consider who will be invited and composition, and what that means for the number of focus groups you might need to have to address research objectives and questions

# THE FOCUS GROUP GUIDE

- More narrowly focused on one or two topics and fewer questions than an in-depth interview guide that may cover as many as ten-twelve topics in as many questions or probes
- Best to keep questions simple and relatable with prompts/probes
- Avoid embarrassing questions



Curry, L. (Academic). (2015). Major qualitative study design: Focus groups [Video]. Sage Research Methods. <https://doi.org/10.4135/9781529777543>

# GROUP CONSENSUS METHODS -NOMINAL GROUP TECHNIQUE (NGT)

- Structured variation of small group discussion
- Typically, in person and participants are known to each other
- Individuals respond to questions posed by a moderator (silent & independent); round robin discussion to share ideas; participants privately vote to rank the ideas/suggestions of all members
- Results in a set of prioritized solutions or recommendations

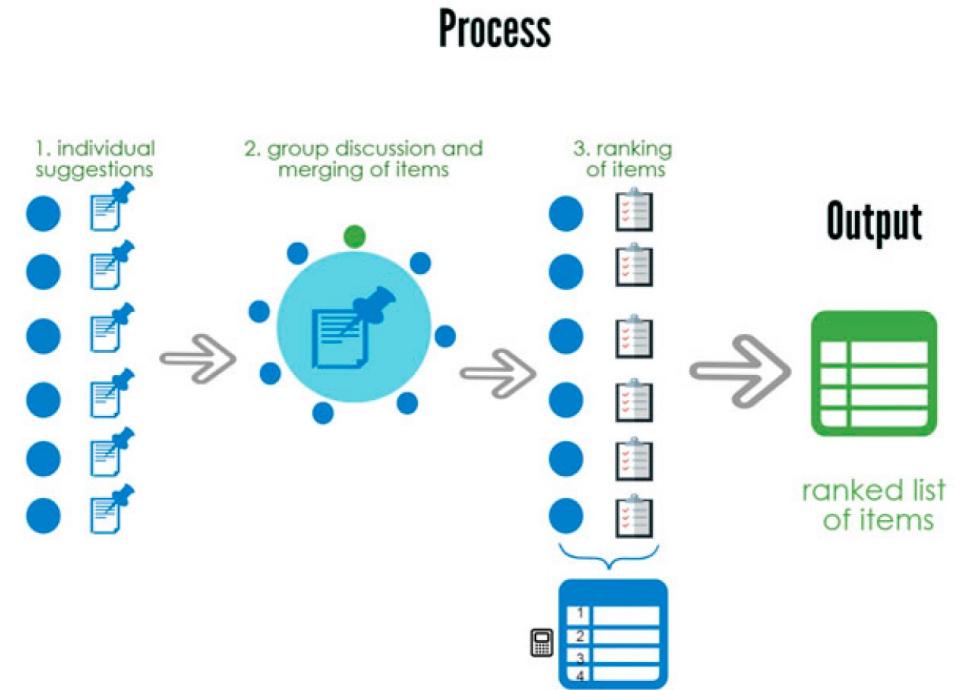


Figure 2. Nominal Group Technique.

CDC. (2018). Gaining Consensus Among Stakeholders Through the Nominal Group Technique. Evaluation Briefs No.7. <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief7.pdf>

Tünde Varga-Atkins, Jaye McIsaac & Ian Willis (2017) Focus Group meets Nominal Group Technique: an effective combination for student evaluation? Innovations in Education and Teaching International, 54.4, 289–300, DOI: 10.1080/14703297.2015.1058721  
<https://www.tandfonline.com/doi/full/10.1080/14703297.2015.1058721>

# GROUP CONSENSUS METHODS -DELPHI PROCESS

Structured method of developing consensus among a panel of 'experts'

Accomplished remotely and confidentially

Iterative process of questionnaire interspersed with repeated rounds of controlled feedback & questions

Used in diverse areas: evaluate current knowledge, resolve controversy, formulate guidelines, develop assessment tools; formulate and prioritize recommendations for action

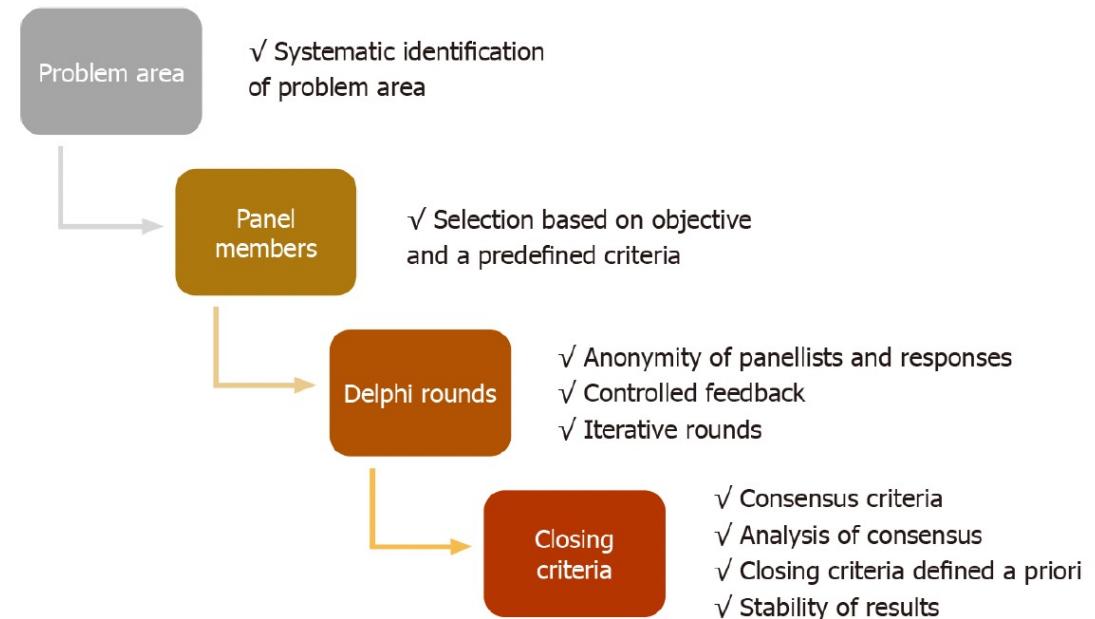
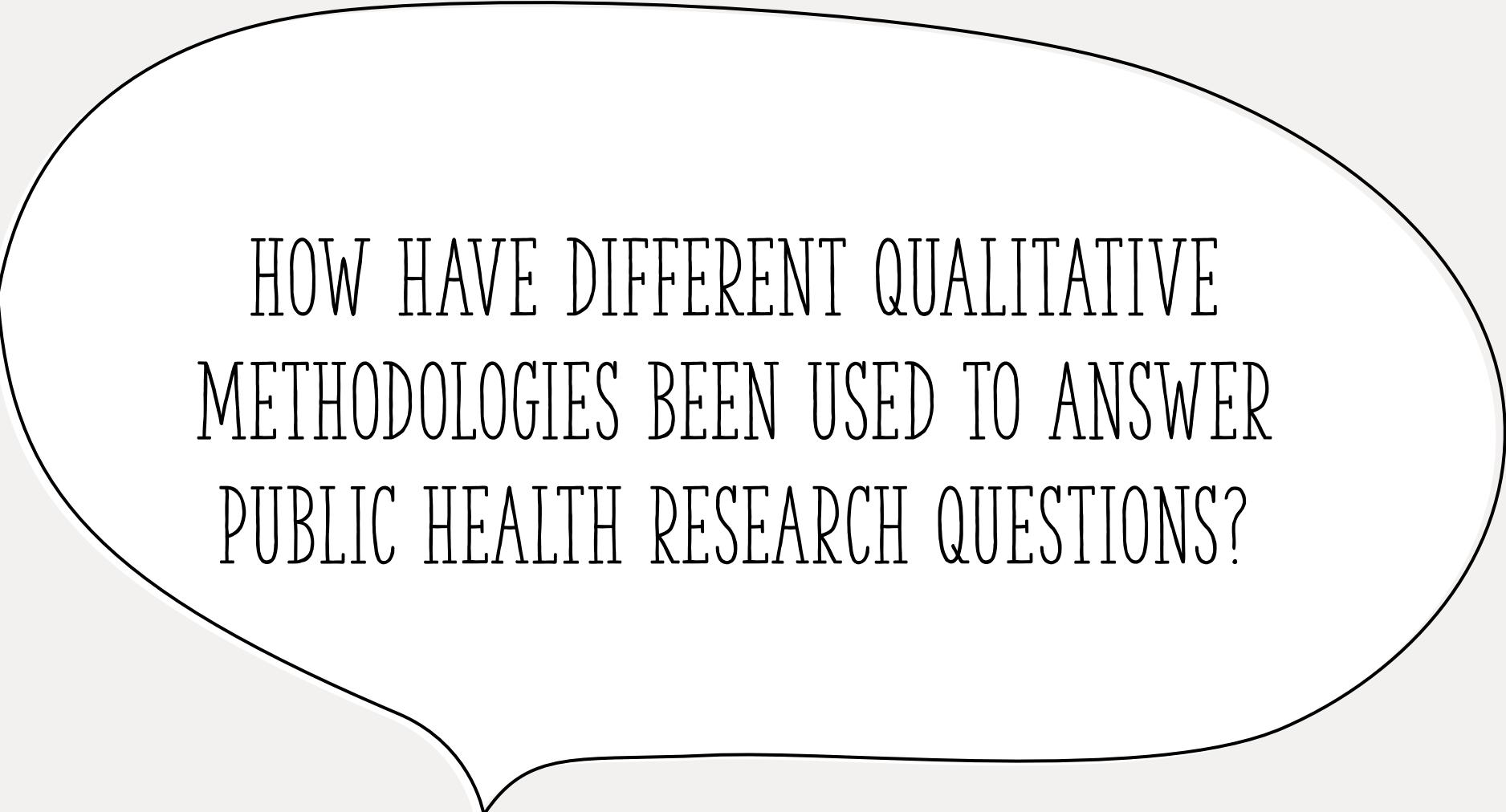


Figure 1 Stepwise quality assessment of Delphi studies.

Nasa P, Jain R, Juneja D. Delphi methodology in healthcare research: How to decide its appropriateness. World J Methodol. 2021 Jul 20;11(4):116–129. doi: 10.5662/wjm.v11.i4.116. PMID: 34322364; PMCID: PMC8299905. <https://www.wjnet.com/222-0682/full/v11/i4/116.htm>



HOW HAVE DIFFERENT QUALITATIVE  
METHODOLOGIES BEEN USED TO ANSWER  
PUBLIC HEALTH RESEARCH QUESTIONS?

Phenomenology

# HOW CAN SUICIDES BE PREVENTED AMONG THOSE SERVING PROBATIONARY COMMUNITY SENTENCES IN UK?

Rationale	Aim/Objective	Data Sources	Findings	Public Health Implications/Outcomes
UK offenders serving probationary community sentences are at elevated risk (compared with the general population) of suicide, but little is known about why. This information is important for developing suicide prevention initiatives.	To explore the experiences of probation clients who carried out near-lethal self-injury while serving a community-based sentence.	Purposive sampling of participants from London probation areas -those who had carried out a near-lethal act within 12 months; 10 potential participants -2 considered too vulnerable, 1 declined - semi-structured interviews carried out with 7 individuals -6 males, 1 female - all white, 7 British, 1 Irish	Provide insight into the reasons probation clients might engage in near lethal behaviors and what can be done to support them.  Four main themes: (1) experience of loss; (2) difficulties with trust; (3) Control: loss and regain; (4) struggles to find a purpose	Mandatory training for London probation staff now includes relevance of each of the four theme areas; particular focus on building trusting relationships with clients;  Recommendation for the development of tailored suicide prevention strategies for this population

J C Mackenzie, T Cartwright, J Borrill, Exploring suicidal behaviours by probation clients-a qualitative near-lethal study, Journal of Public Health, Volume 40, Issue 1, March 2018, Pages 146-153, <https://doi.org/10.1093/pubmed/fdx005>.

## LOSS

Interviewer: ...when you felt suicidal or depressed have you ever been able to talk to anyone about it?

Josh: I'd say the only person I could open up to was my ex-girlfriend because I was with her for a few years so she saw me at my best and my worse and it was just easier for me to talk than allow it to get to the worse... But since me and her broke up not really. (Josh)

## TRUST

I was worried about going to prison basically. Leaving my kids, that's the hard thing, that's what I was worried about... It was more worry that made me want to escape. (Dan)

## CONTROL

You know when she (probation officer) first mentioned it 'we will see if we can get you some money for clothes' and I thought yeah right, okay mate what do you think that I was born yesterday, and then it happened and I thought no way it's someone who actually, you are as good as their word, they mean what they say, they stick to it and they really really want to help me, there was nothing in it for her, she didn't have to do that. But she did just to help me and I was like what! (Dave)

## STRUGGLES FOR PURPOSE

...if I could do this, get off the drink and go and work with people like me. And then I could give it back to society... why do you think that I don't mind helping you out... I feel better because I am helping someone out there. (Kathy)

# HOW CAN PUBLIC HEALTH LEADERS BE BETTER PREPARED FOR THE CHALLENGES OF A 'NEW ERA'?

Rationale	Aim/Objective	Data Sources	Findings	Public Health Implications
Public health leaders in UK express concern about their ability to influence policy decisions; high profile failures identified. New approaches to public health training may be required.	What can be learned from current public health 'superheroes'; identified as such by their peers, to better identify, train, and develop the public health leaders of the future to strengthen their influence upon the decisions that influence the public's health?	Members and fellows of the UK Public Health professional body asked to nominate their 'public health superhero'. Interviews conducted with 12 responders, focusing on the leadership approaches of 14 nominated 'superheroes'	Thematic analysis identified 5 talents for public health leadership (1) mentoring-nurturing, (2) shaping-organizing, (3) networking-connecting, (4) knowing-interpreting, and (5) advocating-impacting  Combination and intensity of talents identified as important  Offers a different paradigm of leadership, framed as a constellation of talents, associated with successful influences on public health policy	Recommend findings be incorporated in public health training -focused on strengthening public health leadership talents; renewed consideration of training methods in the context of a critique of current predominant methods.  Recommendations include attention to the identification of public health superheroes from other sectors

Matthew Day, Darren Shickle, Kevin Smith, Ken Zakariasen, Jacob Moskol, Thomas Oliver, Training public health superheroes: five talents for public health leadership, Journal of Public Health, Volume 36, Issue 4, December 2014, Pages 552-561,  
<https://doi.org/10.1093/pubmed/fdu004>

Through mentoring and nurturing, public health superheroes created environments where individuals felt a pride to be practising public health. All public health superheroes used mentoring-nurturing as a means of building and fostering professional networks.

Methods used to shape and organize included exceptional meeting administration, expert note taking, and the ability to use administrative techniques to influence internal agendas and external stakeholders. However, there was more to this than just making sure that things ran smoothly. Public health superheroes used their shaping-organizing talents to develop other talents, such as their professional networks. The ability to use shaping-organizing techniques to implement their overall vision was also exceptional.

The 'networking-connecting' talent...included creating close links with a wide range of agencies and stakeholders, in particular the media. The 'cultivation' of long-term relationships in all of these settings was important for effective public health practice, particularly where public health advice went against 'the status quo'.

...national-level leaders demonstrated depth of knowledge in a specific topic area or field, whereas local leaders demonstrated breadth across a wide range of public health areas. Crucially, knowing-interpreting talents were used to exert authority and as a mechanism to develop the power and authority necessary in a range of different settings.

...credibility was the key to being effective and that this was achieved predominantly through the 'work done on the ground'... Public health superheroes deemed successful by interviewees at advocating-impacting developed strong networks, within and across different organizational environments, to support any controversial advice.

# HOW IS THE DENGVAXIA® VACCINE CONTROVERSY IN THE PHILIPPINES LINKED TO MEASLES VACCINE HESITANCY THERE?

Rationale	Aim/Objective	Data Sources	Findings	Public Health Implications
The Dengvaxia®(dengue vaccine) controversy identified as a reason for measles vaccine hesitancy in the Philippines. Following the controversy (potential severe adverse side effects), measles vaccination dropped from 82% in 2014 to 69% in 2019. Philippines had one of the worst measles outbreaks globally in 2019.	Uncover the experiences, beliefs, and feelings of parents and healthcare workers about vaccines and vaccination in general -starting from perceptions and understandings of government dengue and measles immunization programs.	Participant observation over 6 weeks in the waiting room of a vaccine center  35 semi-structured interviews that included: parents attending the center (26), health care workers (7) and health officers (2) 1 focus group	Following Turner's theory of social drama, parent data organized into themes that included (1) breach of the norm, (2) crisis, (3) redressive actions, and (4) reintegration of the disturbed social group  Biomedical response themes included (1) digging into silence, and (2) healthcare workers' responses	Need for clear information about vaccines to be accentuated to decrease mistrust; HCWs are primary sources of information and need to be equipped with detailed information -key role in increasing public confidence

Alejandro Perez Miras, Zyper Jude G Regencia, Emmanuel S Baja, 'I was terrified for my child': understanding the link between the Dengvaxia® controversy and the measles vaccine hesitancy in Pasay City, Philippines, Journal of Public Health, Volume 45, Issue 4, December 2023, Pages 912-918, <https://doi.org/10.1093/pubmed/fdad091>

It was on the news [...] I think doctors said that the vaccine was not safe and could put children at risk. That made me very angry... HCW5

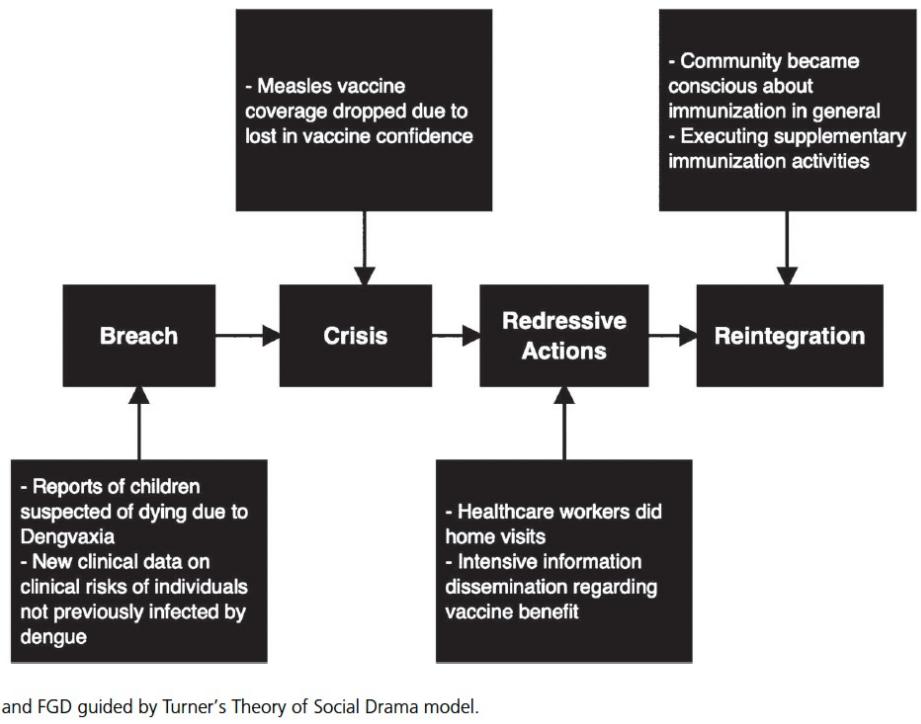


Fig. 1 Results of KII and FGD guided by Turner's Theory of Social Drama model.

I think the Dengvaxia® scare has affected the child immunization program [...] now is more difficult to talk to some parents. It is harder to convince parents to vaccinate their children after the dengue vaccine controversy because they are afraid and disillusioned. HCW 3

The experts ensured that some of the deaths were linked to Dengvaxia®. It was terrible. I watched all these mothers protesting in the streets on TV crying for their dead children... little information was provided [...]. Then some parents came to ask us, but we did not know much either. Nurse 2

We have been told not to spread those information sheets. People do not need to hear about dengue disease for a while. The TV news is damaging public health rather than protecting it. HCW 1

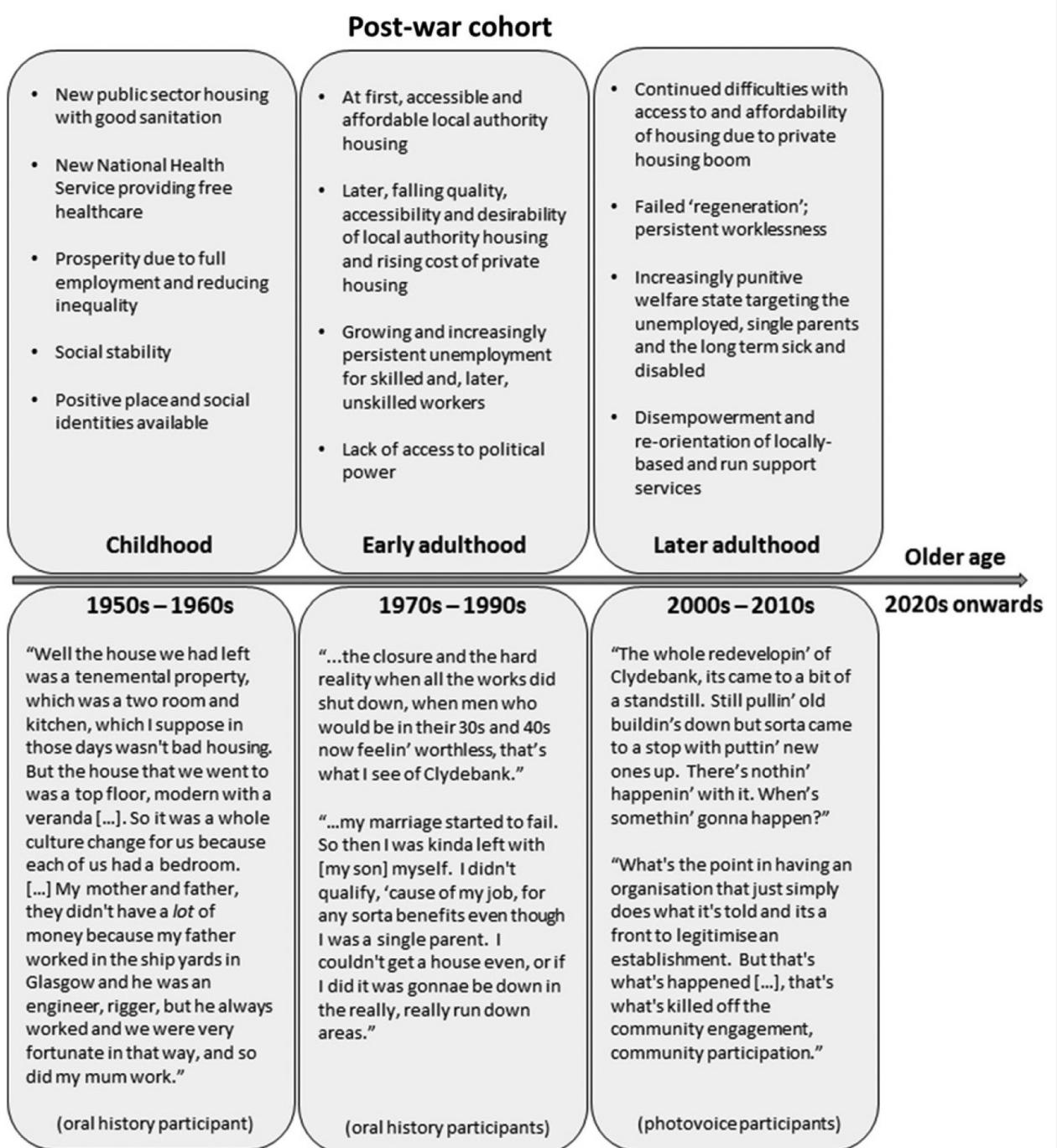
We always try to inform the parents, but sometimes we see more than 100 patients daily. There is not much time for talking. Parents are scared of the side effects. If the baby develops a small rash or minor fever, they will not bring the baby for the next dose. HCW4

## Case Study

# HOW ARE SUCCESSIVE WAVES OF NEOLIBERALISM IMPLICATED IN THE LIVED EXPERIENCES AND QOL OF 3 GENERATIONS OF PEOPLE IN POST-INDUSTRIAL CLYDEBANK, SCOTLAND?

Rationale	Aim/Objective	Data Sources	Findings	Public Health Implications
Quantitative approaches have, thus far, provided limited opportunities to explore the complex ways in which [neoliberal] policies can interact with and reinforce one another in different social and geographical contexts, and the cumulative effects of such policies upon the determinants of health across the life course.	To explore processes through which successive waves and incarnations of neoliberal policy have been implicated in the lived experiences of the inhabitants of a formerly industrial part of west central Scotland. Key objective was to illuminate pathways through which policies have cumulatively shaped the determinants of health	Case study of the post-industrial town of Clydebank. Photovoice (n=11); oral history interviews (n=9) who live or work in Clydebank; review of written histories; Scottish census and Scottish neighbourhood stats; researcher participant observation	Focus on 3 cohorts (1) born ~1930; (2) born ~1955; (3) born around ~1980 Impacts of waves of neoliberal policy influenced by life stage, esp. socio-economic environment during early adulthood  Study illuminated lifelong processes through which neoliberalism had a detrimental effect on QOL -sustained deprivation; recent policy interventions not successful  Complex, iterative pathways revealed	Significant investment required at national and local levels; focus should be on those most negatively affected by deindustrialization and poverty  Especially pertinent in contemporary austerity-oriented neoliberal policy environment limiting scope for alternative policy directions.

L M Garnham, Public health implications of 4 decades of neoliberal policy: a qualitative case study from post-industrial west central Scotland, Journal of Public Health, Volume 39, Issue 4, December 2017, Pages 668-677, <https://doi.org/10.1093/pubmed/fdx019>.



**Fig. 4** Post-war cohort participants' experiences by life stage.



**Fig. 3** Photovoice image: 'the tenements are in disrepair and its depressin' to see them...'.

L M Garnham, Public health implications of 4 decades of neoliberal policy: a qualitative case study from post-industrial west central Scotland, Journal of Public Health, Volume 39, Issue 4, December 2017, Pages 668-677,  
<https://doi.org/10.1093/pubmed/fdx019>

# WHAT ARE THE EXPERIENCES OF HEALTH AND HEALTHCARE FOR BRITISH WOMEN WHO HAVE HAD THEIR CHILDREN REMOVED BY CHILD PROTECTIVE SERVICES?

Rationale	Aim/Objective	Data Sources	Findings	Public Health Implications
Health of mothers who have children removed by child protective services is poor and can be worsened by removal. There is no statutory requirement to support parents once a child is taken into care. Improving the development and delivery of public support services is essential to the well-being of these families.	To consider the experiences of health and healthcare for women who have had their children removed by child protective services.	Narrative interviews with six women who had experienced child removal and were receiving support; collaboration with a lived experience advisory group	Three overarching subplots captured experiences across participants: (1) 'on paper you're normal': narratives of complex needs, (2) 'in my family everyone has issues': narratives of whole family need, and (3) 'I'm still mummy no matter where they are': narratives of maternal identity and health	Many health needs are unseen and unmet. Compassionate and multidisciplinary care should be available to mothers, especially following child removal.  Suggest advocacy caseworker model as has been trialed for survivors of domestic abuse, refugees, or asylum seekers.

Claire Grant, Claire Powell, Georgia Philip, Ruth Blackburn, Rebecca Lacey, Jenny Woodman, 'On paper, you're normal': narratives of unseen health needs among women who have had children removed from their care, Journal of Public Health, Volume 45, Issue 4, December 2023, Pages 863-869, <https://doi.org/10.1093/pubmed/fdad137>.

## Narratives of Complex Needs

'I mean on paper, you're normal. It's just you suffer from psoriasis. When you go to the doctors, they just give you steroid creams. They didn't offer support for the fact it's a trauma-based condition. I've suffered from psoriasis for 20 years now and only at my last appointment did my dermatologist ask me about my life. For the first time they put together why I'm here and why it's gotten so bad. You go to the doctors, and they give you just a few minutes. Nobody ever asked.'-Gina

## Narratives of Maternal Identity and Health

'I've always found the children to be grounding. I can't leave them. I'm not gonna leave them. So even in my darkest moments, I think of the children. It doesn't take away the anxiety or depression, but it gives me reason to keep going, to fight. They've always been the best things in my life. Even now, when none of them are living at home, they're still everything. A few months I was prepared to end it all, but I said to myself , "what are you going to tell the kids?" I tried writing this letter to them and it kind of brought me back. I just thought, I can never leave them.'-Ashley

## Narratives of Whole Family Need

'I had a lot of traumas growing up as a child. My dad was very violent, and my brother had special needs. He's bipolar, adult schizophrenic now and had ADHD. A lot of my parent's attention was for him, and I was just on the back burner. I was too scared to ask for help or too scared to be judged. The only time I went to get help was probably as my kids were removed, because there's always a stigma about it. I've been brought up to say what happens at home stays at home. You don't tell anybody about your problems. That was really instilled in me as a child and even as an adult, we sort it out within ourselves.'-Kay

# IS REDUCING THE PREVALENCE OF OBESITY AMONG INDIGENOUS PEOPLE AN IMPORTANT HEALTH GOAL?

Rationale	Aim/Objective	Data Sources	Findings	Public Health Implications
Began with a study of obesity prevalence among Indigenous peoples in response to TRC C2A 19 -develop measurable goals to close health gaps. Found themselves questioning reducing the prevalence of obesity as a health goal for Indigenous people.	Provide a critique of this health goal. Propose a new approach in the interest of (re)embracing and (re)vitalizing Indigenous epistemologies to improve health and well-being.	Critical commentary through published literature focused on (1) diabetes and obesity among Indigenous peoples in Canada, (2) weight and its relationship with health outcomes among Indigenous people, (3) weight stigma and discrimination, (4) Two-eyed seeing and Indigenous perspectives	(1) Body weight may not be useful in predicting T2DM among Indigenous people; (2) prescriptive weight loss steeped in colonial hypocrisy, (3) Individual level Indigenous blaming & shaming; colonial hypocrisy re traditional foods in food guide in the absence of land-back (4) Re-framing <b>Health-At-Every-Size framework (HAES®)</b> through Two-Eyed Seeing and Indigenous perspectives and Indigenous feminism.	We respectfully call upon health professionals and public health bodies to acknowledge the harm of weight stigma and discrimination in their practice and policies, and we encourage Indigenous peoples to (re)claim and (re)vitalize body sovereignty. The 'obesity as disease' position is not a productive approach to wellness for Indigenous peoples.

Cyr, M., Riediger, N. (Re)claiming our bodies using a Two-Eyed Seeing approach: Health-At-Every-Size (HAES®) and Indigenous knowledge. Can J Public Health 112, 493-497 (2021). <https://doi-org.cyber.usask.ca/10.17269/s41997-020-00445-9>



# CRITERIA TO DESIGN AND APPRAISE A QUALITATIVE HEALTH RESEARCH STUDY

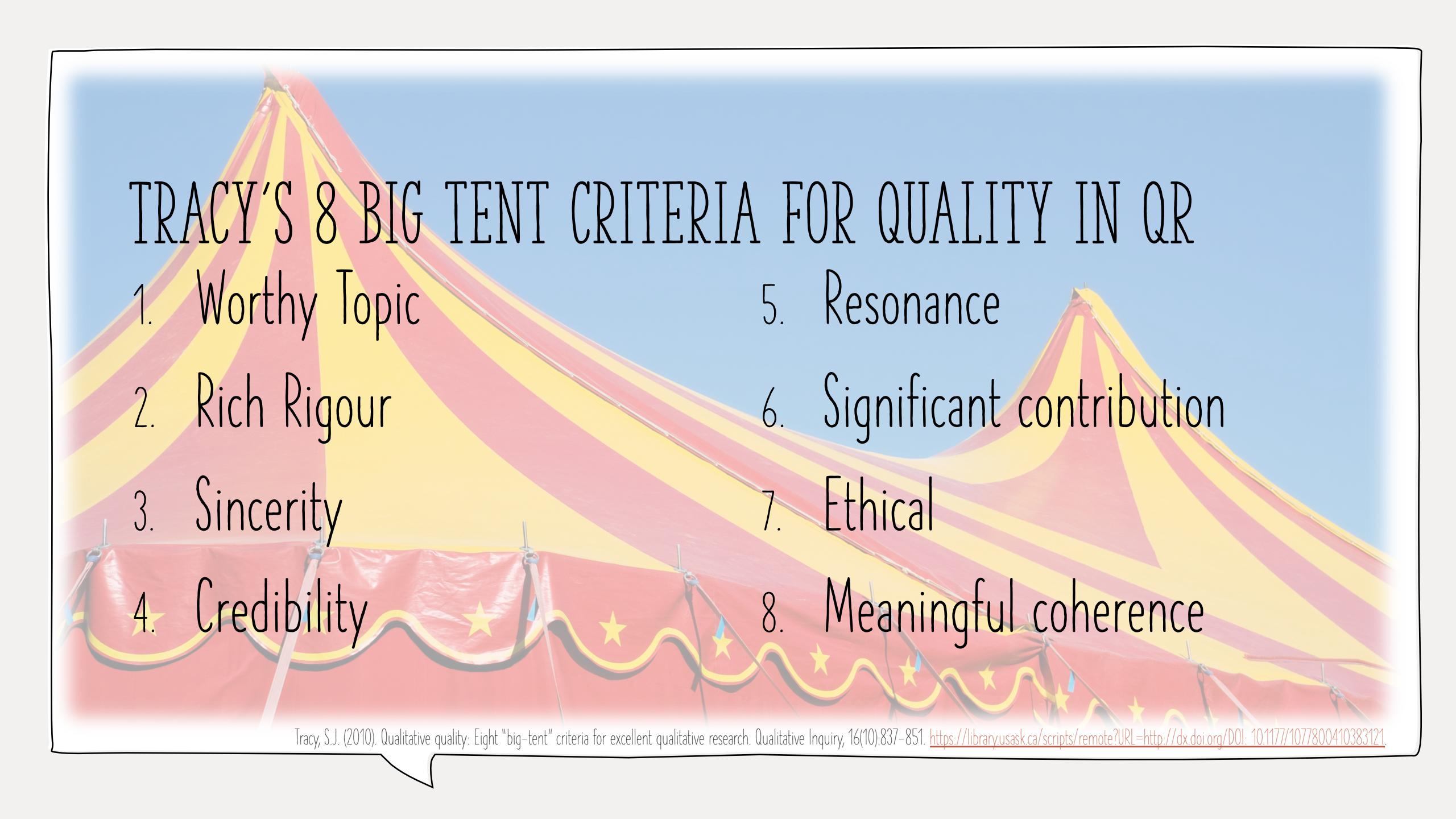
# COHEN & CRABTREE'S 7 CRITERIA

- All Research {
1. Carrying out ethical research
  2. Importance of the research
  3. Clarity and coherence of the research report
  4. Use of appropriate and rigorous methods
  5. Importance of *attending to researcher bias or reflexivity*
  6. Importance of establishing *validity or credibility*
  7. Importance of *verification or reliability*

*Qualitative research is grounded in a range of theoretical frameworks and uses a variety of methodological approaches to guide data collection and analysis.*

*Because most manuscript and grant reviewers are not qualitative experts, they are likely to embrace a generic set of criteria.*

*Reviewers and researchers need to be aware of the 7 criteria for good qualitative research, but also, they need to be aware that applying the same standards across all qualitative research is inappropriate. P.336*

A large, colorful tent with red and yellow stripes is set against a clear blue sky. The tent's canopy is visible at the top, and its base features a decorative border with yellow stars and a wavy pattern.

# TRACY'S 8 BIG TENT CRITERIA FOR QUALITY IN QR

1. Worthy Topic
2. Rich Rigour
3. Sincerity
4. Credibility
5. Resonance
6. Significant contribution
7. Ethical
8. Meaningful coherence

# TRACY'S 8 BIG TENT

## 1. Worthy Topic

Theoretically/conceptually compelling

Substantive significance (it's an important question about an important topic/issue)

## 2. Rich rigour

Requisite variety

- Theoretical constructs, data sources, contexts, samples
- Tools or instruments to be at least as complex, flexible, and multi-faceted as the issue being explored
- Q: enough data? Enough time? Context or sample appropriate to goals? Appropriate procedures throughout?

# TRACY'S 8 BIG TENT

## 3. Sincerity

Self-reflexivity, vulnerability, honesty, transparency, data auditing

Researcher's biases, goals, and foibles -and how these played out in the research process

## 4. Credibility

Trustworthiness, verisimilitude, plausibility of findings

Achieved through practices of thick description, triangulation or crystallization, and multivocality and partiality

# TRACY'S 8 BIG TENT

## 5. Resonance

Research meaningfully reverberates and affects an audience

Achieved through aesthetic merit, evocative writing, formal naturalistic generalizations/ transferability

## 6. Significant Contribution

Does the study...

- Extend knowledge?
- Improve practice?
- Generate ongoing research?
- Liberate or empower?

Significance can be:

- Theoretical
- Heuristic
- Practical

# TRACY'S 8 BIG TENT

## 7. Ethical

Procedural

- Usual IRB -ethics applications

Situational

- Unpredictable moments in the field
- Ethical decisions based on the particularities of the scene

Relational

Exiting

- Anticipation of how the research will be received -concern with victim blaming and unjust appropriation

## 8. Meaningful Coherence

The study hangs together well

- Achieves stated purpose
- Accomplishes what it espouses to be about
- Uses methods and representation practices that fit with espoused theories and paradigms
- Connects lit review with research foci, methods, and findings

# CHARACTERISTICS OF QUALITATIVE RESEARCHERS & QUALITATIVE RESEARCH

## JOHN CRESSWELL



[https://methods.sagepub.com/video/srmpromo/hl89lg/doing-qualitative-research?\\_gl=1\\*yt8jtd\\*\\_ga\\*Mzg5MTE5Mz1iEzNTE1Nz1nDE\\*\\_ga\\_60R758KEDG\\*MTY5MzMxMTM3My4xMDMyLjEuMTY5MzMxMTM4Mj41MS4wLjA.\\*\\_ga\\_RK7MQ5ZZVz\\*MTY5MzMxMTM3My4xMTAuMS4xNjkzMzExMzgyLjAuMC4w&utm\\_sour](https://methods.sagepub.com/video/srmpromo/hl89lg/doing-qualitative-research?_gl=1*yt8jtd*_ga*Mzg5MTE5Mz1iEzNTE1Nz1nDE*_ga_60R758KEDG*MTY5MzMxMTM3My4xMDMyLjEuMTY5MzMxMTM4Mj41MS4wLjA.*_ga_RK7MQ5ZZVz*MTY5MzMxMTM3My4xMTAuMS4xNjkzMzExMzgyLjAuMC4w&utm_sour)