



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PRACTICE-BASED RESEARCH

Assessment Workshop- How to write the Qualitative research method section

Semester 2

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*Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives*



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Learning outcomes

Upon successful completion of this module, student should be able to:

- Engage in practice-based research in public health and social care settings and identify areas for improvement in terms of physical and/or mental health of the target group or community of interest.
- Develop critical reflection skills, including skills of critical analysis, appraisal, and evaluation of research findings and provide relevant recommendations for health and social care professionals, policymakers, services, practice, and/or the wider population.
- Critically analyse the data collection and findings from quantitative, qualitative or mixed methods research.
- Develop knowledge and understanding of professional integrity and ethics in research and potential risks for participants and how to prevent them.

Module Summary

- This module aims overall to develop student to gain knowledge of the main principles of designing, conducting, evaluating the impacts and dissemination of evidence-based research.
- To conduct an independent practice-based research project within a public health and social care setting with professional integrity.

Aims of the Session

To understand

- How to write the qualitative research method section
- Components of the methods section



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How to write the qualitative method section?

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Components of the method section

The method section must include the following:

- Research methodology (Research methods)
- Research Design
- Recruitment, Sampling & Study Participants.
- Materials/Data Collection Method(s)/procedure i.e.
- Data analysis technique
- Ethical considerations.

Research methodology

Research methods

- Explain/define briefly the chosen research methods and justify while it was chosen and
- State the strength and limitation.
- **For example** qualitative research approach

Research Design

- Explain/define briefly the chosen **research design** and justify while it was chosen and
- State the strength and limitation.

Thesis extract of research design

- “Focus group discussion (FGD), a qualitative design approach, was employed in this research.
- Focus group was defined as a form of informal discussion among designated group of people about a specific topic (Wilkinson, 2004)”.
- State the rationale/strength and limitation

Recruitment, Sampling & Study Participants

- Explain how the participants were recruited.
- State the sampling technique that was used and
- The number of participants targeted

Thesis extract of “Study population and sampling”

- “The target population for the study was older adults of the age 60 years and above residing within the community in Wolverhampton, UK. A non-probability sample of 5 to 8 older adults (age ≥ 60 years) was targeted and considered adequate for the research. This is because it was proposed that focus groups should have enough participants to help generate diverse information. However, they must not be too large or else they may create an uncomfortable environment with some participants unable to freely express their views, thoughts or experiences (Onwuegbuzie et al., 2009)”.

Thesis extract: Recruitment

- “The participants for the study were recruited from older adults residing within the communities through their usual place of worship in Wolverhampton UK. Before contacting or recruiting participants for the study, approval was received from the University of Wolverhampton research ethics committee (Appendix 1) and a Church in Wolverhampton after submitting full research proposal and protocols (Appendix 2). An initial notification of the focus group research and request for interest from willing older adults was put out in the weekly Sunday printed bulletin with the help of the leader of the place of worship (Appendix 3). Potential participants were also approached face-to-face by the researcher after each Sunday service and were provided with a detailed explanation of the proposed research and requirements for recruitment into the study (Appendix 4). For inclusion into the focus group, study participants were required to be of the age of 60 years and above, not known to have any history or diagnosis of dementia and must have the capacity to provide consent by themselves to partake in the research. Those considered as unable to provide consent were neither approached nor included. Interested and potential participants for the study were given the research information sheets and consent forms (Appendix 5 and 6) and adequate time allowed to confirm interest and return the signed consent forms which ranged between 1-2 week”

Thesis extract of “Participants for the study”

- “A total of 18 people was identified for the focus group study, out of which 12 confirmed their interest in participating. These 12 participants were divided into two groups, each consisting of 6 focus group members. Though the second focus group was reduced to 5 members as one participant left the venue to attend to urgent family needs. There were no defined criteria for selection into any of the two focus groups except interest confirmation and availability of members to participate in any of the sessions arranged for separate dates and times. Once the 6 spaces for the first focus group discussion session were filled the other participants were automatically allocated into the spaces for the second focus group session which took place about three weeks later. Therefore, the focus group members for each focus group session were different but the topic for discussion was the same”.

Data Collection procedure

- Explain all the process/procedure undertaken to conduct the focus group discussion.

Thesis extract for Data collection Procedure

- “The focus group discussion was conducted in a quiet room suitable for 6 to 9 participants within the Millennium City (MC) Building of the University of Wolverhampton. The participants found this venue and location quite convenient and safe since it was close to their usual place of worship and easily accessible by walking or transport services with car parking spaces available. Prior to the focus group study, a very brief questionnaire was used to collect basic socio-demographic background information on the participants (Appendix 7). It was also confirmed again that each participant had signed and returned the consent form before the commencement of the focus group activity for each day. The two focus group discussion sessions were held three weeks apart and each lasted for approximately 1 hour. Each session was facilitated by the researcher while a research colleague was present to assist with arrangements at the venue and notetaking. A project supervisor was only present before the activity for one-minute introduction and welcoming of participants before leaving the venue for the researcher to continue with the focus group discussion. The data were collected using a digital audio recording device by Olympus Corporation (Tokyo, Japan). To facilitate the focus group session a discussion guide that included semi-structured open-ended questions with a focus on the research questions was used to prompt participants to discuss the topic (appendix 8). During the focus group discussion, however, a few more questions were also used to clarify responses from participants or to ensure speakers remained focused on the main subject of deliberation”.

Article extract for Data collection Procedure

- All focus groups were organised at the Faculty of Physical Education and Physiotherapy of the Vrije Universiteit Brussel (Brussels, Belgium) at a time and date convenient for the students and researchers. Before each focus group all participants were asked to complete a short questionnaire, including demographics, height, weight and perceived health (see Table 1). Furthermore, explanation about the aim of the study was given and an informed consent (in which participants' anonymity and confidentiality were assured) was signed by each participant. Each focus group lasted between 90 and 120 minutes (including questions about physical activity and sedentary behaviour which were not included in this paper) and was facilitated by a moderator and an assistant moderator (observer), who took notes during the discussions and made sure the moderator did not overlook any participants trying to add comments. All focus group discussions were audiotaped with permission of the participants. Drinks and snacks were provided during the focus group discussions. Afterwards, all students received an incentive (a lunch voucher). The study was approved by the Medical Ethical Commission of the university hospital.

Ethical consideration

- All the ethical issues must be explained in relation to the study and how all were addressed during the data collection and analysis stage.

Example of Transcribing of data

- “The audio recorded data from focus group discussion sessions was transferred using the USB stick from the recorder to a personal laptop computer (that is passworded and had antivirus installed) and uploaded unto an NVIVO software version 11.0. A verbatim transcribing of the data from each of the focus group discussion was done with the aid of the NVIVO software. Care was taken to ensure data were transcribed in enough detail and to also ensure accuracy the transcripts were checked against the audio-recordings. The total transcribed data consisted of 11,612 words (Appendix 9)”.

Data Analysis

- Explain the qualitative data analysis technique used and the strength and limitations of the method.
- State/highlight all the steps of the chosen data analysis technique.

Thesis extract of Data analysis

- “The data on the background information of participants was analysed using SPSS version 24.0 (SPSS Inc., Chicago, USA. The data from the focus group research was analyzed by thematic analysis using the approach described by Braun and Clarke (2006). This approach is widely used in similar qualitative research and considered very useful in exploring participants’ perspectives on an issue raised. It helps to also highlight differences and similarities in the participants’ views on a topic as well as uncover unexpected insights produced from the study (Braun and Clark. 2006; Nowell et al., 2017). It is accessible, quick to understand and permits key features of large data sets to be generated and summarized in a well-structured manner (Nowell et al., 2017). The thematic analysis used for the analysis of the focus group data on vegetable consumption associated with dementia involves 6 steps as described by Braun and Clark (2006). These includes getting acquainted with the data, producing the initial codes, identifying themes, reviewing themes, defining and naming themes and generating the report of the analysis”.