

Qualitative Evaluation: Uses and Methods

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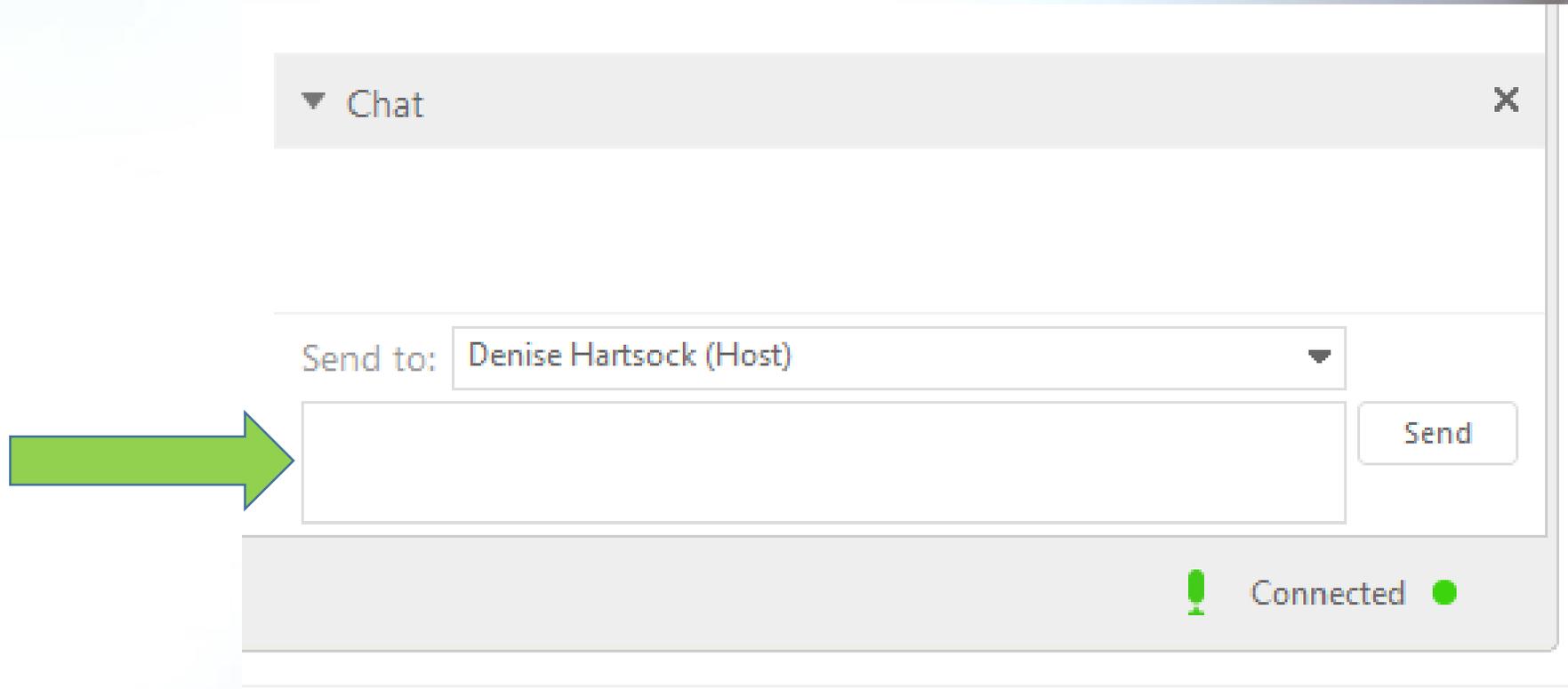
Welcome to the Webinar!

- We will start the webinar shortly!
- Webex Instructions:
- To connect by Phone:
 - Click on “...” under “I Will Call In”
 - Choose to have the WebEx call you (“Call Me”) or click on “I Will Call In” and dial the number listed
- All participants will be muted for this webinar
- To ask questions, please click on “Chat”, type your question in the box and select to “Send to Host Denise Hartsock”
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A few reminders before we begin...

- Webinar will be recorded
- Copies of Webinar PowerPoint will be emailed to all participants
- All participants are muted
- Please use the chat box to send in your questions
- Questions will be answered at two points in the webinar: after the interview section and at the end.

Please Use Chat Box to ask Questions...

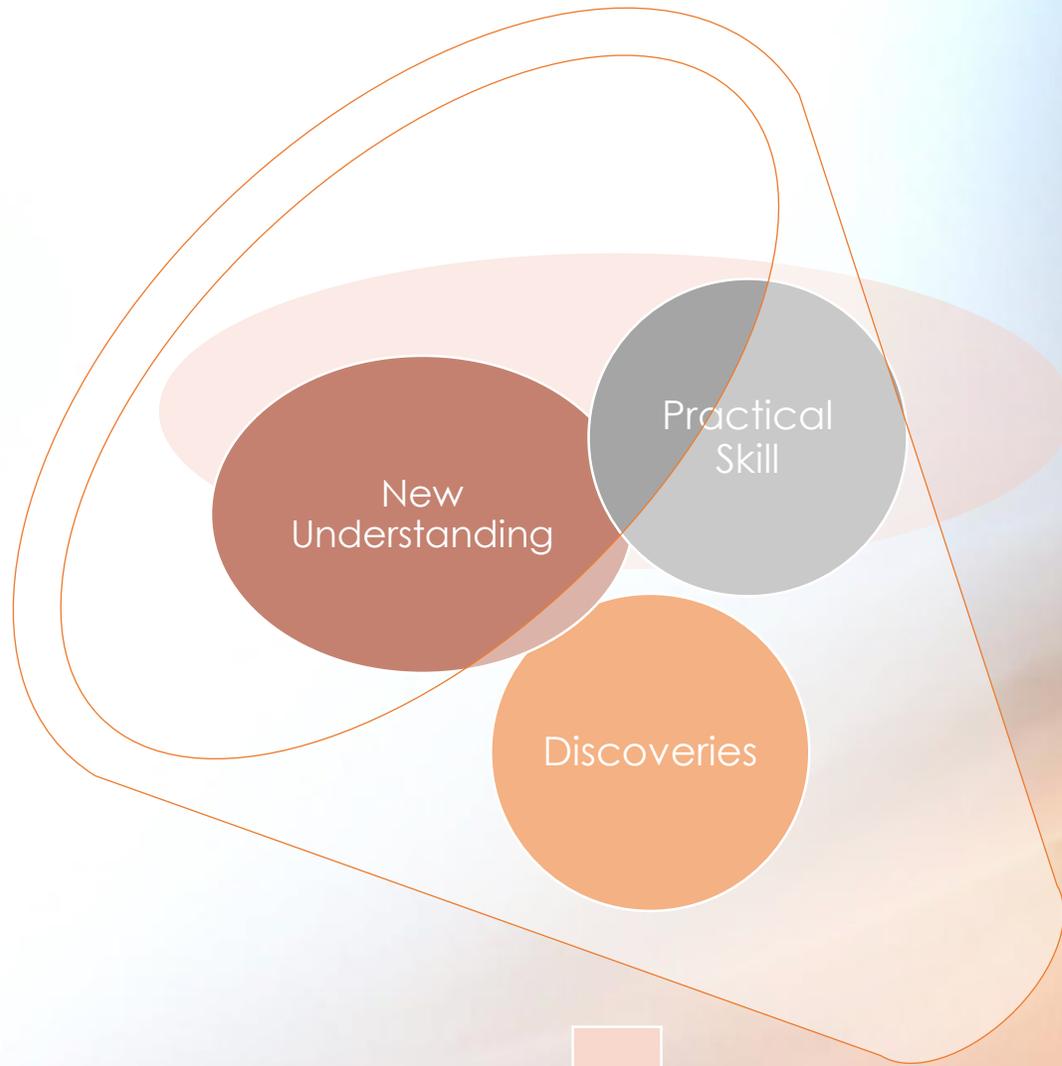


Learning Objectives

- Build upon previous webinars that described aspects of qualitative methods in evaluation (Planning Evaluation, and Key Informant Interviews & Focus Groups).
- Fill out the conceptual framework for blending qualitative evaluation methods into your community health work.
- Provide you with the basic information about skills needed to adequately implement qualitative methods in your evaluation.

Previous Presentations on Qualitative Methods

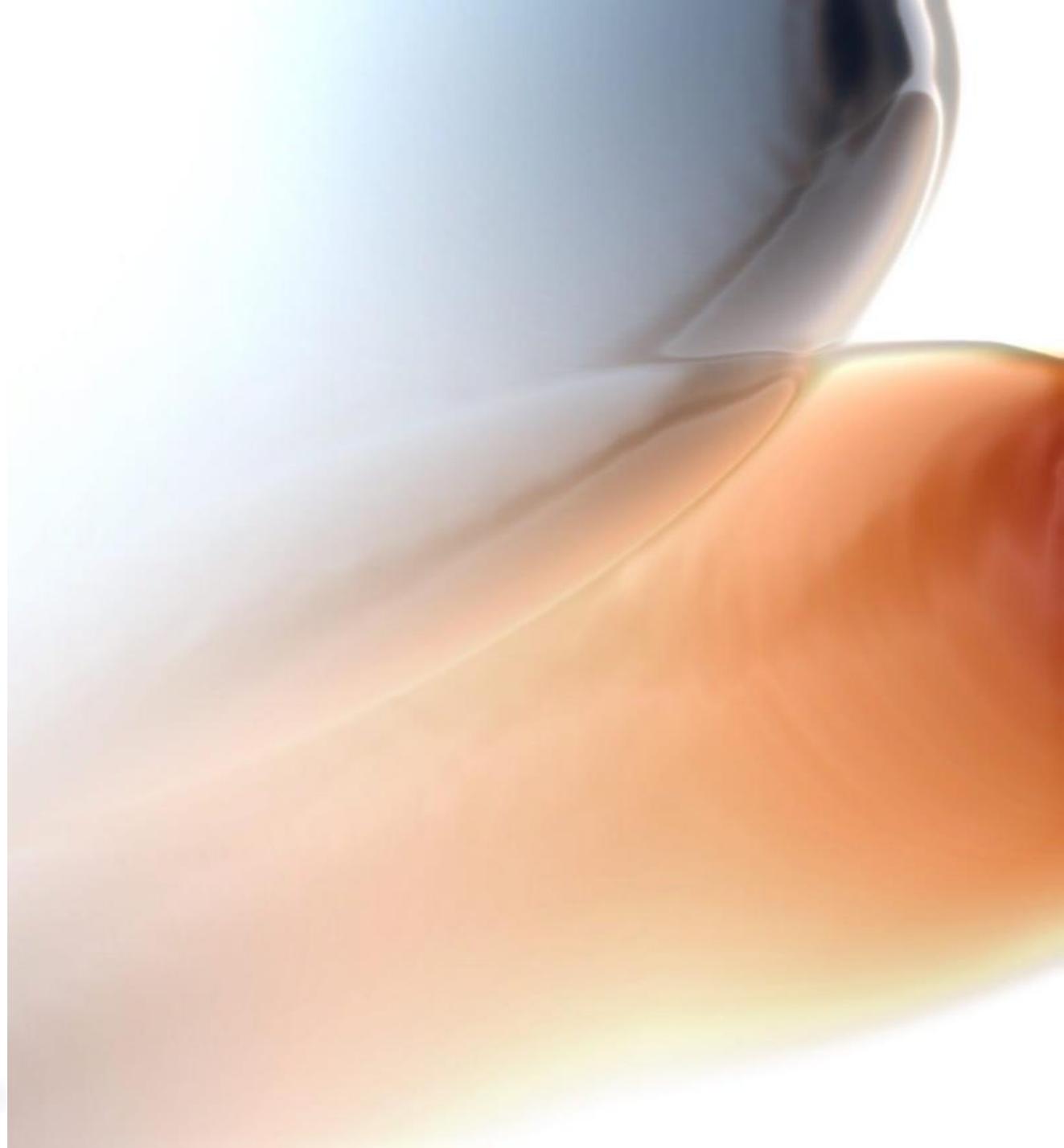
1. Design of evaluation (Quantitative and qualitative).
2. In-depth, semi-structured interviews (or key informant interviews)
3. Focus groups

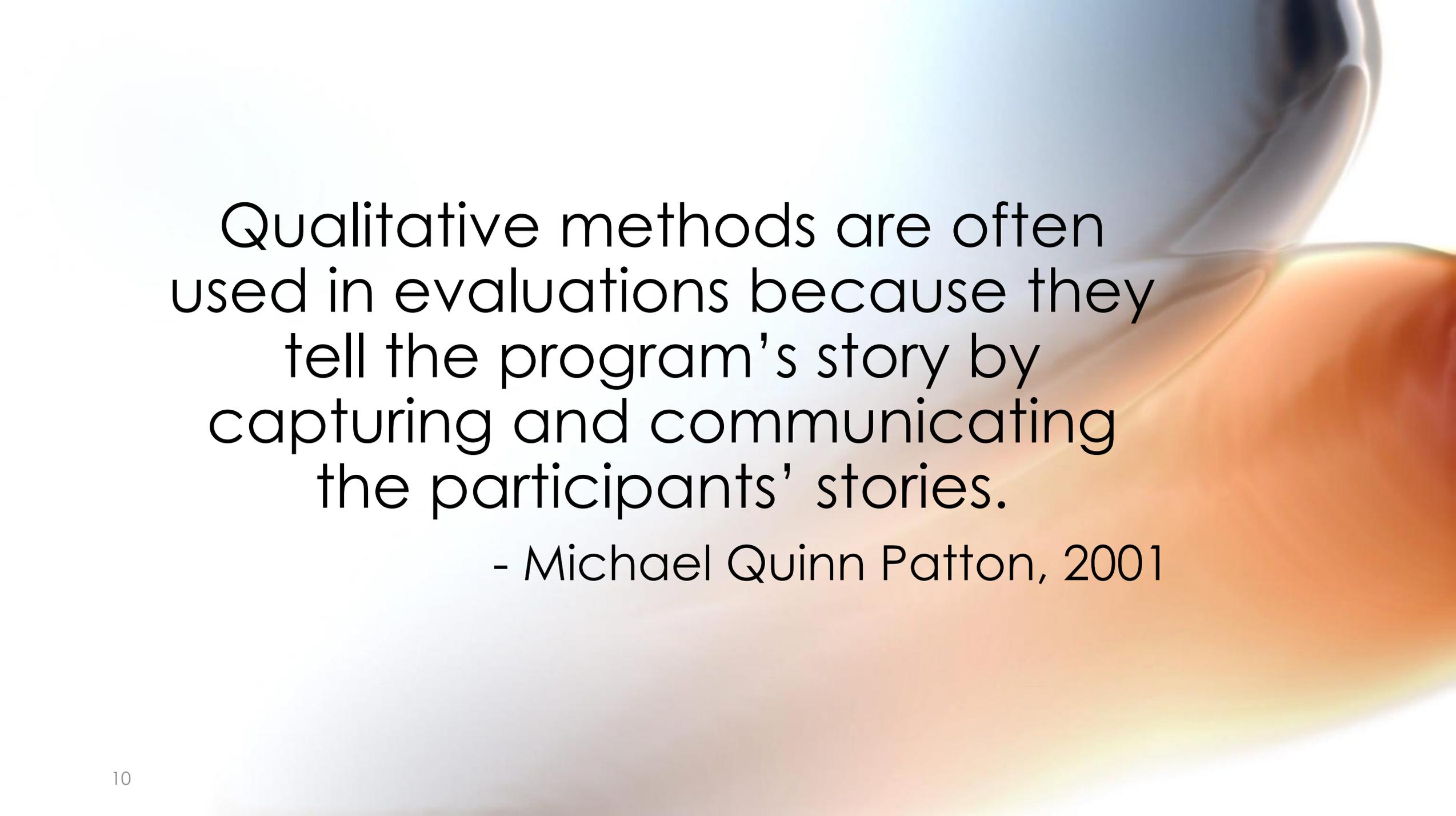


Build on Previous Presentations

Quotes from Previous Presentations:

- “Some aspects (of a program) may not have metrics associated with it.”
- “What is important may not always be quantifiable.”





Qualitative methods are often used in evaluations because they tell the program's story by capturing and communicating the participants' stories.

- Michael Quinn Patton, 2001

Uses of Qualitative Methods: Why?

- Provide touchpoints for justifying change to improve quality or relevance of existing programs.
- Expand the horizon of understanding about needs in/ for your program.
- Describe people's experience.
- Build stories about aspects of the program that would expand and improve it.
- Enable interpretation of meaning and build linkages among different types of metric data.

Framework for Program Evaluation



1. What would improve engagement of stakeholders?
2. How do they describe the program from **THEIR** point of view?
3. What refinements in focus will improve dose and outcomes in the program?

Framework for Program Evaluation



4. How do we develop the evidence from interviews?
5. Justify conclusions; how do we build triangulation into the conclusions using qualitative methods?
6. Will this be useful, and how do we improve use of the findings?

Specific Qualitative Methods

Interview

- Individual Community Member
- Group Interview

Focus Groups

- Specific target audience, *relatively* homogeneous.

Observation

- Group settings
- Community meetings, school or home settings

Qualitative Methods & Data: **Systematic**

- Participant observation.
 - Visual, auditory, notes
- Group/ individual interviews.
 - Notes, transcripts, video
- Film and photo.
 - Subject/ object interview notes, visual

Qualitative Methods & Data: **Sampling**

- Snowball; used when you are doing Key Informant work.
- Clinical sample; recruitment from within an organization, agency or clinic.
- Community sample; breadth of clients who may attend your organization's services **or not**.

Example 1: Falls Prevention in Elderly

- Statistically significant improvement in pre- and posttest “Sit to Stand” metric.
- Interview:

“Before I completed the course I was so afraid to go to the barn and feed the horses in the evening.”



The full story:

- Interview:

“Before I completed the course I was so afraid to go to the barn and feed the horses in the evening.”

93 year old woman, values her independent lifestyle. She was recently in a rehabilitation center for a fall; by her own description, her barn and horses represent her lifestyle.

The full story:



Transition of Logic Model to Evaluation Plan and Questions

Universe of
Questions

Prioritized
Questions

Metrics

Transition of Logic Model to Evaluation Plan and Questions



A Different Mental Model



Interview and Focus Group Design



Common Features

Develop the Questions:

- In advance planning:
 1. Where would stories be helpful to understand the data?
 2. What metrics will need further exploration?
- With incoming data that are analyzed:
 1. Who are your non-responders?
 2. What are the gaps in our metrics?

Primary and Secondary Data Sources

- Use archival data,
- case studies,
- news stories to generate questions.

Expand upon incoming survey data:

- Attitudes in the comments, need exploring.
- Limited changes pre- to post-. (Limitations of Likert)
- Highly unsatisfied/ satisfied (extremes).
- Hot button issues become apparent.
- Realize jargon level was high.

What will it take to Redirect your program?

- New integration of knowledge, attitude, practice.
- Build-out a collaboration.
- Change staffing
- Reach new populations.
- Realize effect of jargon.

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Example 1: Interview of Mother

Complex Illness



Display the Complexities.

- Parent- Child
- Child- School
- Child- Peers



Skills needed for Qualitative Methods: Interview and Group Work

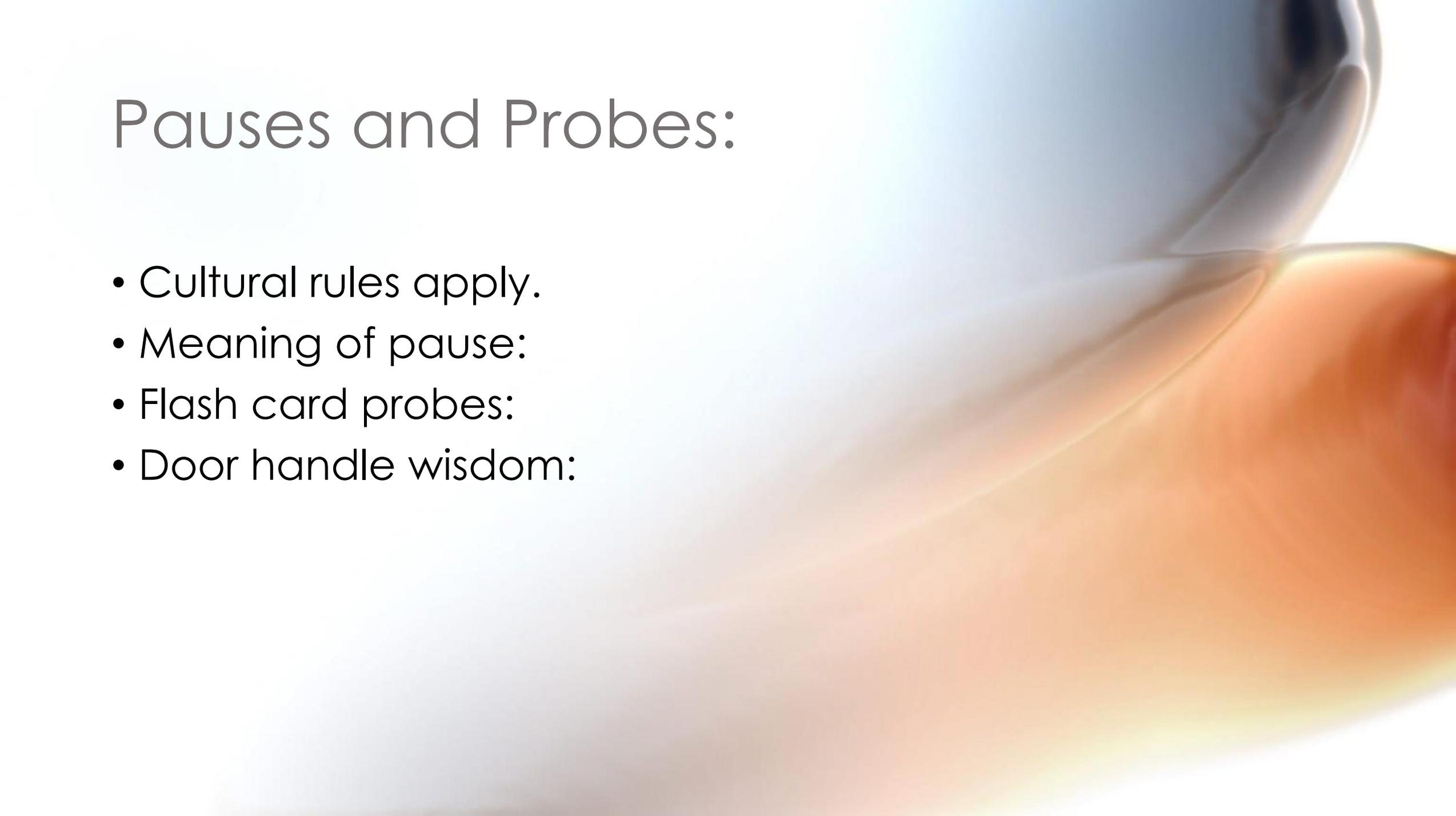
- Listen, paraphrase, summarize.
- Improvise or explore with probes as a person or group talks.
- Analyze gaps in understanding.
- Comfortable with different communication styles (silence, roundabout explanation)
- Use systematic thinking.
- Maintain professional humility.

Skills needed for Qualitative Methods: Framing the Session

- Welcome and purpose.
- Confidentiality and data management.
- Ground rules.
- Pretested script for introduction and questions.
- Grand tour opening question.
- Specific questions in non-directive language.

Pauses and Probes:

- Cultural rules apply.
- Meaning of pause:
- Flash card probes:
- Door handle wisdom:



Notecard these Probes:

- Would you explain that a bit more?
- Can you think of an example of that?
- Please say a bit more about that.
- Is there anything else?
- I'm not sure I understand.
- Tell us more about that.
- Does anyone else have a similar experience?

Body Language: Yours and Theirs

- Smiling and nodding.
- Eyebrows.
- Gesture with an open hand.
- Pointing can be misinterpreted.

Body Language: Yours and Theirs

- Smiling and nodding– are you agreeing/ disagreeing?
- Eyebrows– skepticism? Shock?
- Gesture with an open hand--Pointing can be misinterpreted.
- Ok, yes, uh-huh, NOT “correct”, “that’s good”, “excellent”

Example 2: Group Interview

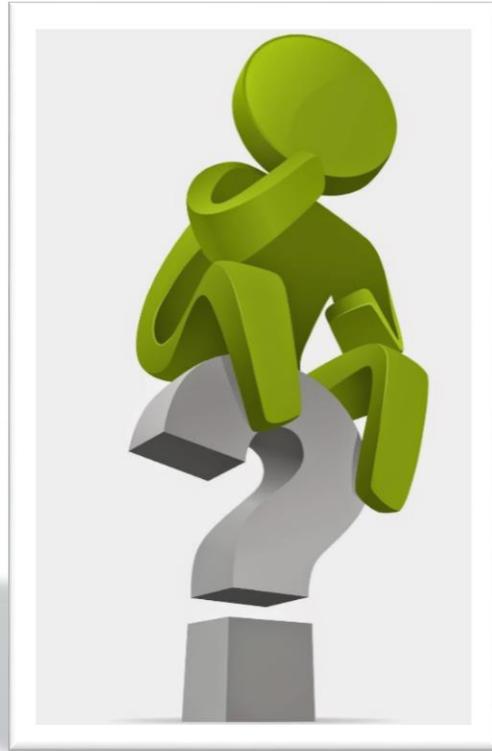
Walkable Neighborhoods



Group Interview.

- Weight loss
- Less screen time
- Wellness





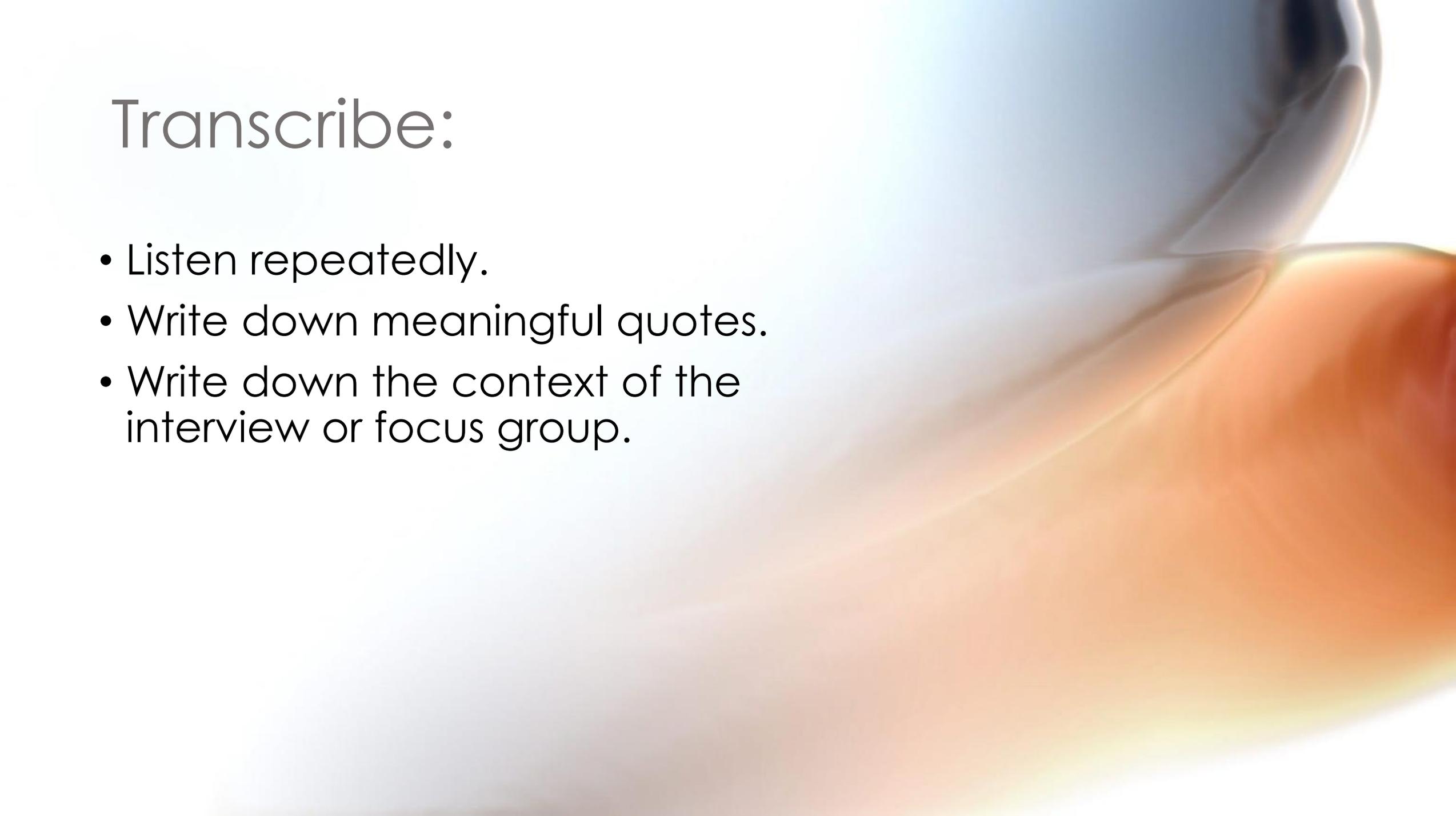
Questions?

What is a Focus Group?

- Small group interviews with open-ended questions
- Typically uses a pre-specified set of questions or a topic guide
 - With follow-up questions & probes
- Follows a conversational flow and allows for spontaneity
- Conducted several times with similar types of participants

Transcribe:

- Listen repeatedly.
- Write down meaningful quotes.
- Write down the context of the interview or focus group.



Analysis:

- Analyze as you go through the collection process; revising your questions is wise.
- Write theoretical memos as you review the interviews.
- Note the emotional valence of the interview.
- Record the variation in ability to understand what is being asked, articulate opinion, and comfort with interviewer.
- Realize jargon level (always).
- Excel text boxes are your friends!

Strengthen your Design: Build in Triangulation

Survey

Interview

Metrics

Example 3: Focus Group

Patient Navigators-Community Health Workers



Focus Groups-Separated

- Relate to Communities of interest.
- Efficiency-Effectiveness.
- Medical/ nursing/ assistant training.



Sample Ground Rules:

- Allow others to speak and listen to what they say.
- You do not have to agree or disagree, locate your thinking.
- One speaker at a time.
- Difference of opinions are fine; no rights or wrongs.

Facilitation is a SKILL: Practice

- Observe others.
- Videotape/ audiotape yourself.
- Get feedback.
- Type your own transcripts.
- Read/ take courses.
- Have a partner as co-moderator.

Characteristics of Groups:

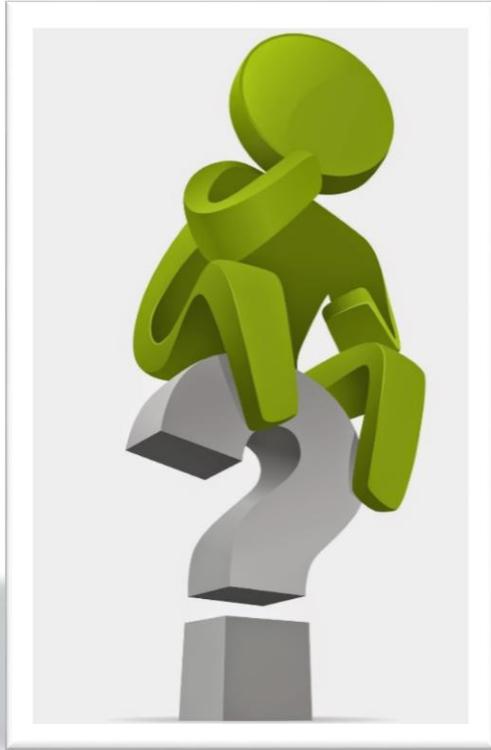
- Pairing—positive, negative.
- Dominance, automatic expertise.
- Quiet ones.

Capture the Data: It's ALL Data!

- Notes.
- Quotes.
- Turning points.
- Seating diagram.
- Suggestions for additional questions.
- Audio recording.

Summary:

- Interview
- Group Interview
- Focus Groups
- More methods: Participant Observation, video or photo interpretation.



Questions?

References

- Patton, Michael Quinn.(2008) *Utilization-Focused Evaluation: 4th edition*. Thousand Oaks, Ca: Sage Publications.
- Spradley, James P. (1979) *The Ethnographic Interview*. Holt, Rinehart and Winston. Please forgive this date of publication; it is considered a “classic” and you can pick it up quite inexpensively.
- Yin, R.K. (2016). *Qualitative Research from Start to Finish, Second Edition*. New York: The Guilford Press.
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- Minkler, M., Roe, K.M. (1993) *Grandmothers as Caregivers: Raising Children of the Crack Cocaine Epidemic*. Thousand Oaks: Sage Publications.