

**“Mixed Methods Research: Looking Beyond the Numbers”** presented by Dr. Anya Andrews

*Workshop Handout*

<b>Qualitative Research Methodologies/Genres: Key Dimensions (Adapted and expanded from Creswell, 1998)</b>								
<b>Dimension</b>	<b>Biography</b>	<b>Phenomenology</b>	<b>Grounded Theory</b>	<b>Ethnography</b>	<b>Case Study</b>	<b>Narrative Inquiry/ Storytelling</b>	<b>Hermeneutics</b>	<b>Action Research</b>
<b>Focus</b>	Exploring the life of an individual	Understanding the essence of experiences about a phenomenon	Developing a theory grounded in data from the field	Describing and interpreting a cultural and social group	Developing an in-depth analysis of a single case or multiple cases	Describing the relational aspects and meaning of a story	Understanding of a lived experience via communication in political/ social/sociocultural contexts	Producing social change through direct engagement with participants
<b>Origin</b>	Anthropology Literature History Psychology Sociology	Philosophy Sociology Psychology	Sociology	Cultural anthropology Sociology	Political science Sociology Urban studies	Literature Psychology History	Theology Philosophy	20 <sup>th</sup> century activism movement
<b>Data Collection</b>	Primarily interviews and documents	In-depth interviews with up to 10 people	Interviews with 20-30 individuals and a focus group(s) to “saturate” categories and detail a theory	Primarily observations and interviews with additional artifacts during extended time in the field (6-12 months)	Multiple sources: documents, archival records, interviews, observations, physical artifacts	Multiple sources: documents, archival records, interviews, observations, physical artifacts	Multiple sources: documents, records, interviews, etc.	Primarily interviews, focus groups, artifacts.
<b>Data Analysis</b>	Stories Epiphanies Historical content	Statements Meanings Meaning themes General description of the experience	Open coding Axial coding Selective coding Conditional matrix	Description Analysis Interpretation	Description Themes Assertions	Stories Description Themes	Hermeneutic Cycle: movement back and forth between the individual data parts and the overall meaning.	Collaborative construction of change, i.e., design for change
<b>Narrative Form</b>	Detailed picture of an individual’s life	Description of the “essence” of the experience	Theory or theoretical model	Description of the cultural behavior of a group or an individual	In-depth study of a “case” or “cases”	Story	Description of meaning and recommendations for theory and practice	Action plan Design concept description Manifesto

### Examples of Qualitative Research Questions

What qualitative research methodology/genre would you recommend for the following research questions?

Research Questions	Qualitative Methodology/Genre
What is the nature and impact of a student group interaction in an interprofessional context?	
How do medical students respond to professional dilemmas?	
How do pediatric residents approach 'difficult' patients?	
How are decisions made in problem-based learning groups?	
How do medical team members learn from each other when they confront new situations?	
What do standardized patients think about their experience in medical education?	
How do experienced physicians approach improving patient's health literacy?	
How do international medical students develop a sense of professional identity as physicians in the U.S.?	
How do cultural representations of Hispanic migrant farm workers' influence their health and healthcare decision making?	
How do clinical teachers balance the duties of education and clinical care?	
How do patients envision the design of a new teaching hospital in Lake Nona?	

### Choosing a Data Collection Method

Match potential research questions with appropriate data collection methods for a study of a hypothetical research program about professionalism in medical students. (Adapted and expanded from Ng, Lingard, and Kennedy, 2014)

Research Questions	Data Collection Methods
<b>Question 1:</b> How do medical students' characterize professional behavior in themselves and other members of an interprofessional team?	
<b>Question 2:</b> What are medical students' impressions of the professional behavior of their clinical supervisors?	
<b>Question 3:</b> How do patient care discussions on medical resident teams promote professionalism in junior physicians?	

<b>Question 4:</b> What messages about professionalism are being conveyed through the clinical evaluations of medical students?	
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**Method A:** Focus groups could provide an affirming environment where the accounts of other students' similar experiences might promote disclosure of relevant anecdotes. Discussion between students could make evident the range of relevant experience.

**Method B:** In-depth interviews could provide a rich insight into the students' understanding of professional behavior in multiple contexts, derived from detailed descriptions of relevant personal experience.

**Method C:** Observations of case presentations or teaching rounds could provide 'real-life' data that would permit analysis of the language used by medical students and their supervisors.

**Method D:** Textual analysis of the narrative comments on clinical evaluation forms could provide insight into the types of behavior that are being promoted through the evaluation process.