Focus Group Methodology Training: Module 4
Data Analysis

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General Principles

Ongoing process

Concurrent with data collection

Can be done by individuals followed by group consensus

And more reading and reflection

Entails reading transcripts and field notes
Use of Qualitative Software Programs

Pros

* Facilitates organization and storage of data
* Codes can be organized and searched for

Cons

* Cost
* Training
* Group access
First Steps in Analysis

Establish team validation standards during design phase

Examples include:
- member checking
- Code book development
- team consensus guides

Transcription Review – data cleaning

- Observer or moderator may be able to identify speakers in transcript if not identified
- Correction of content of transcript that was difficult to hear by transcriber

Reading data

- Field notes, pre and post
- Interview transcript
Step 2: Individual Level Review

Identifying significant statements
- Identifying text that appears relevant to topic
- Finding great quotes
- Noting good stories

Assigning codes to statements
- Coding is a subjective label assigned to text
- Codes can be defined before analysis or more commonly, - after

Developing themes
- Researcher needs to make sense of numerous codes
- Attempts to collapse them into broader categories - themes
# Step 3: Team Coding

## Comparing significant statements
- Group of 2 or more reviews which statements/quotes/stories were identified

## Refining code definition
- Code book must be refined
- Consensus with code labels and definitions

## RE-assigning codes
- Once agreement reached on code definitions – revising assignment of codes to statements by consensus
Step 4: Team Consensus on Themes

Starts at debriefing session

- Reflective observations about major issues identified during debriefing

Ongoing team meetings

- Set up regular meeting times for analysis
- Analyze emerging themes

Emerging themes

- Develop consensus
- Consider peer review or member checking
Validation Strategies - Review

- **Code Book Development**
  - Consistent Definitions
  - Consistent Labels

- **Researcher Reflexivity**
  - Be aware of own bias
  - Use of field notes to keep this in check

- **Use of Consensus Analysis**
  - Initial Individual level review
  - Research team consensus
Validation Strategies – Review

(continued)

Rich, Thick Descriptions
- Use of quotes to support theme identification
- Enhances impact and creative processes

Member Checking
- Clarification during and after focus group
- Going back to participants to verify themes

Peer Review
- Asking those not involved in focus group to review
- Validation of themes by outside qualified person
Dissemination Phase

- Know your audience
- Refer to *Qualitative*, not quantitative methodology
  - Research question, sampling method, ethics, procedure, instruments, analysis methods, results, validation strategies
- Include reflective processes used
- Use quotes freely!
- Identify Limitations
- Identify impact of study
- Recommend future research based on results
Conclusion: Module 4

• Data analysis is an ongoing, circular process
• Reflexive strategies such as pre and post field notes essential
• Involves identification of significant statements, coding of these, and identification of emerging themes from numerous coded statements
• Individual and then group analysis recommended
• Validation by at least 2 strategies recommended
• Writing results must reflect qualitative methods
FG Training Summary: 4 Modules

• Focus group is a qualitative group interview method that facilitates exchange of ideas
• Interview guides are semi-structured with probes
• Moderator – key role in leading discussion
• Standards of verification/rigor/trustworthiness need to be set up early in design phase
• Analysis is a creative process with guidelines to achieve quality and authenticity

✓ Next: Check out our video example of a focus group being conducted by our esteemed Moderator Dr. Craig Slatin!
References for Training Modules


References for Training Modules


*McQuiston, T. & Lippin, T. *Self-sufficiency research and evaluation pilot project manual.*

* We particularly want to give credit to this resource whose structure and content we borrowed from as we developed our modules.
References for Training Modules

