



UNIVERSITÉ DE
MONTPELLIER



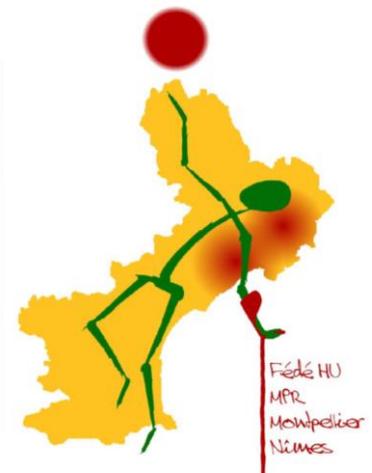
Introduction à la recherche qualitative

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Objectifs pédagogiques

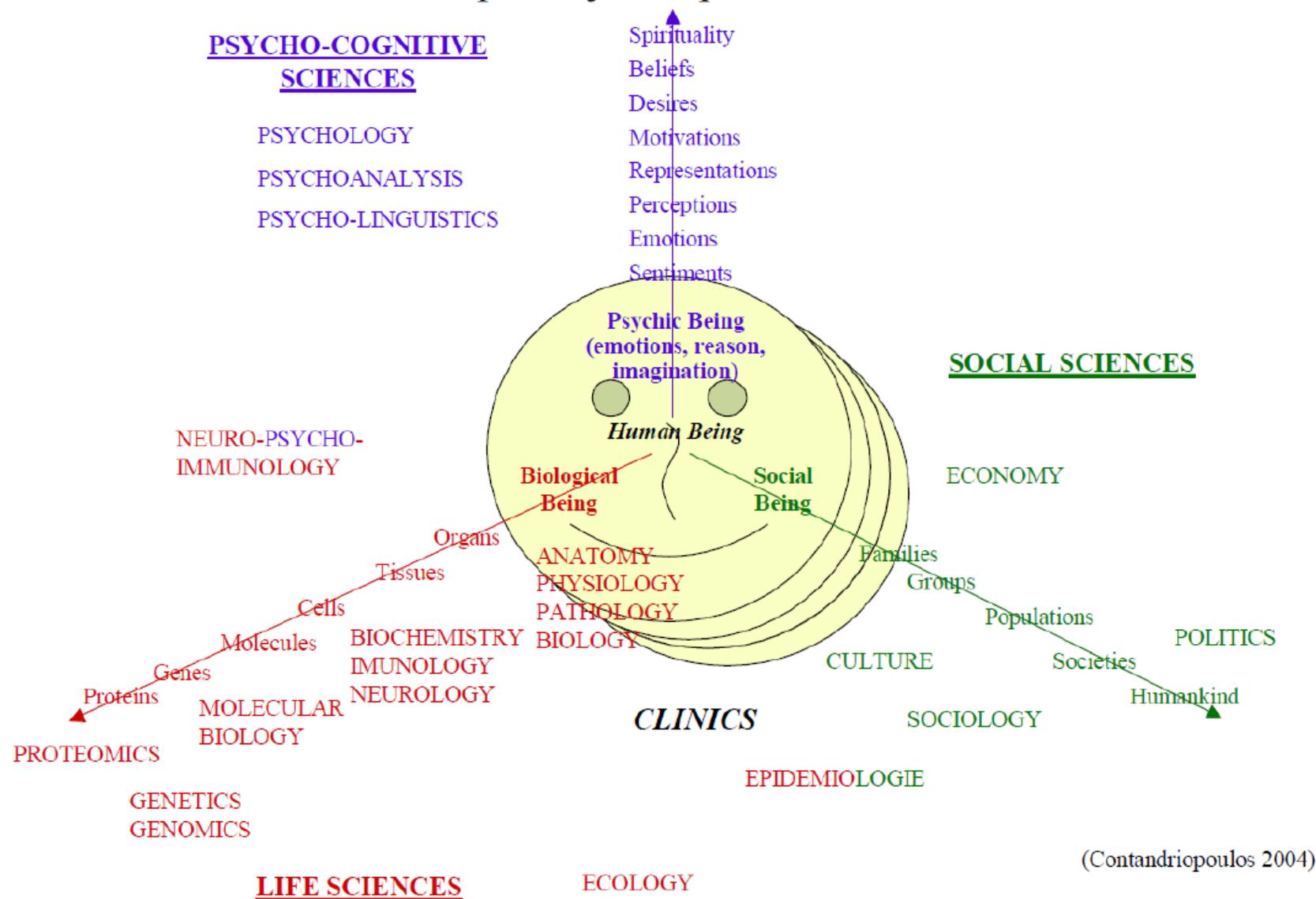
- Identifier les hypothèses de recherche justifiant une méthodologie qualitative
- Décrire les étapes de réalisation d'une recherche qualitative
- Citer un score de qualité d'une étude... qualitative

Plan

- Introduction
- Approches qualitative/quantitative : différence et complémentarité
- Principes des méthodes qualitatives
- La qualité des méthodes qualitatives

Introduction : les champs de la recherche en santé

Disciplinary Perspectives in Health



Approche qualitative et quantitative, quelles différences ?

	Qualitative	Quantitative
Definitions	a systematic subjective approach used to describe life experiences and give them meaning	a formal, objective, systematic process for obtaining information about the world. A method used to describe, test relationships, and examine cause and effect relationships.
Goals	To gain insight; explore the depth, richness, and complexity inherent in the phenomenon.	To test relationships, describe, examine cause and effect relations
Characteristics	<ul style="list-style-type: none">• Soft science• Focus: complex & broad• Holistic• Subjective• Dialectic, inductive reasoning• Basis of knowing: meaning & discovery• Develops theory• Shared interpretation• Communication & observation• Basic element of analysis: words• Individual interpretation• Uniqueness	<ul style="list-style-type: none">• Hard science• Focus: concise & narrow• Reductionistic• Objective• Logistic, deductive reasoning• Basis of knowing: cause & effect, relationships• Tests theory• Control• Instruments• Basic element of analysis: numbers• Statistical analysis• Generalization

Approche qualitative et quantitative, quelles différences ?

Quanti

Quoi
Quand
Qui

Quali

Pourquoi
Comment

Quanti puis quali

- Exemple :
 - Recommandations de bonnes pratiques fondées sur des études de haut niveau de preuve (RCT forte puissance)
 - RBC peu appliquées au bout de 5 ans...
 - Étude qualitative : POURQUOI ?

Quanti puis quali

- Exemple : le modèle des peurs et croyances
 - Etudes qualitatives évoquant un lien entre l’appréhension du mouvement et la lombalgie chronique

The early stages of low back pain: a pilot study of patient diaries as a source of data

Julia S Miller^a, Mark A Pinnington^{a,b} and Ian M Stanley^{a,b}

Fears. Expressed fears fell into two groups. The first related to fear of not coping with the episode of LBP: “lack confidence”; “lack of faith in the back”; “not coping well”; and “unable to cope with back pain due to sleep loss from pain”. The second group contained fears about the future: “lack of improvement”; “worry about setback”; and “lack of confidence in case back goes again”.

Quanti puis quali

- Exemple : le modèle des peurs et croyances
 - Création d'échelles évaluant les peurs et croyances
 - Validation des modèles par études quantitatives

RESEARCH ARTICLE

The Back Belief Questionnaire is efficient to assess false beliefs and related fear in low back pain populations: A transcultural adaptation and validation study

Arnaud Dupeyron^{1,2*}, Charlotte Lanhers³, Sophie Bastide⁴, Sandrine Alonso⁴,
Matthias Toulotte¹, Claire Jourdan⁵, Emmanuel Coudeyre^{3,6}

Ralph Staerke
Anne F. Mannion
Achim Elfering
Astrid Junge
Norbert K. Semmer
Nicola Jacobshagen
Dieter Grob
Jiri Dvorak
Norbert Boos

**Longitudinal validation
of the Fear-Avoidance Beliefs
Questionnaire (FABQ)
in a Swiss-German sample
of low back pain patients**

La méthode qualitative

Comment ça marche ?

Démarche générale

Thème de recherche



Etat de l'art



Question de recherche



Choix d'un cadre théorique ... ou pas

Choix d'un cadre méthodologique qualitatif

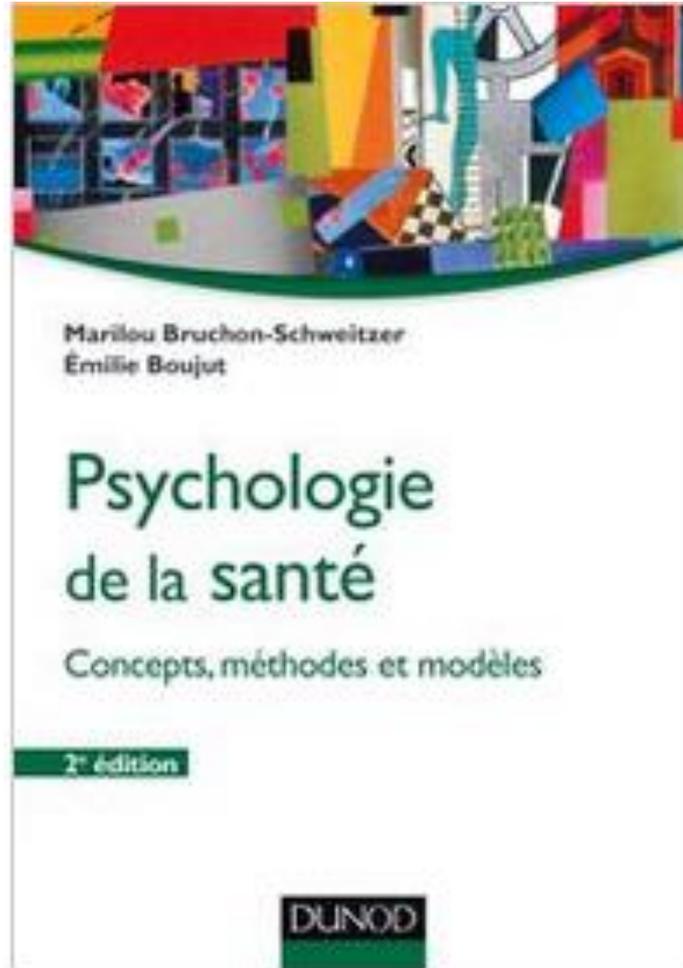
Etude de cas
Théorie ancrée
Phénoménologie

Élaboration du protocole de recherche qualitative

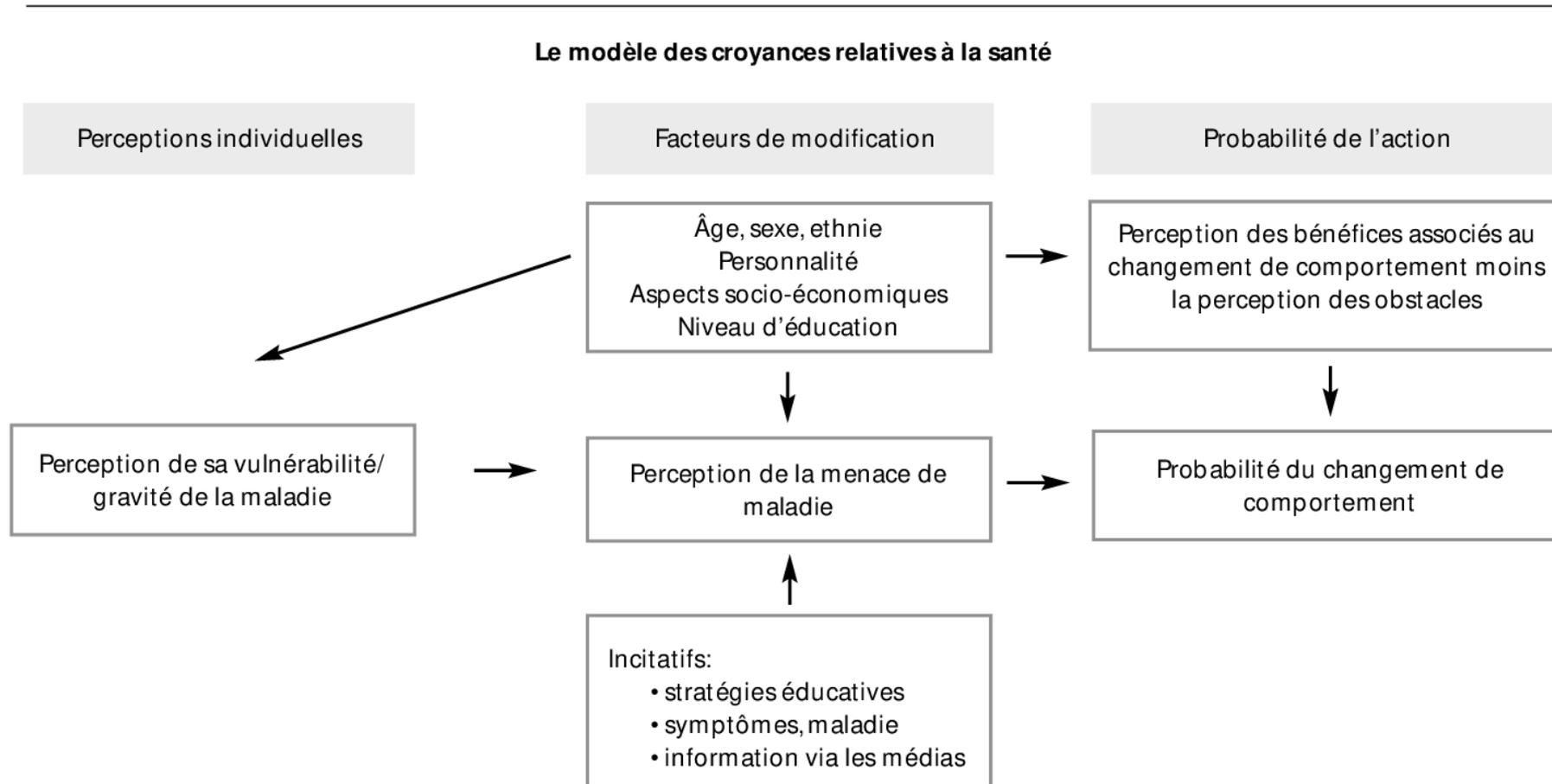
Technique de recueil de données ?

Technique d'analyse des données ?

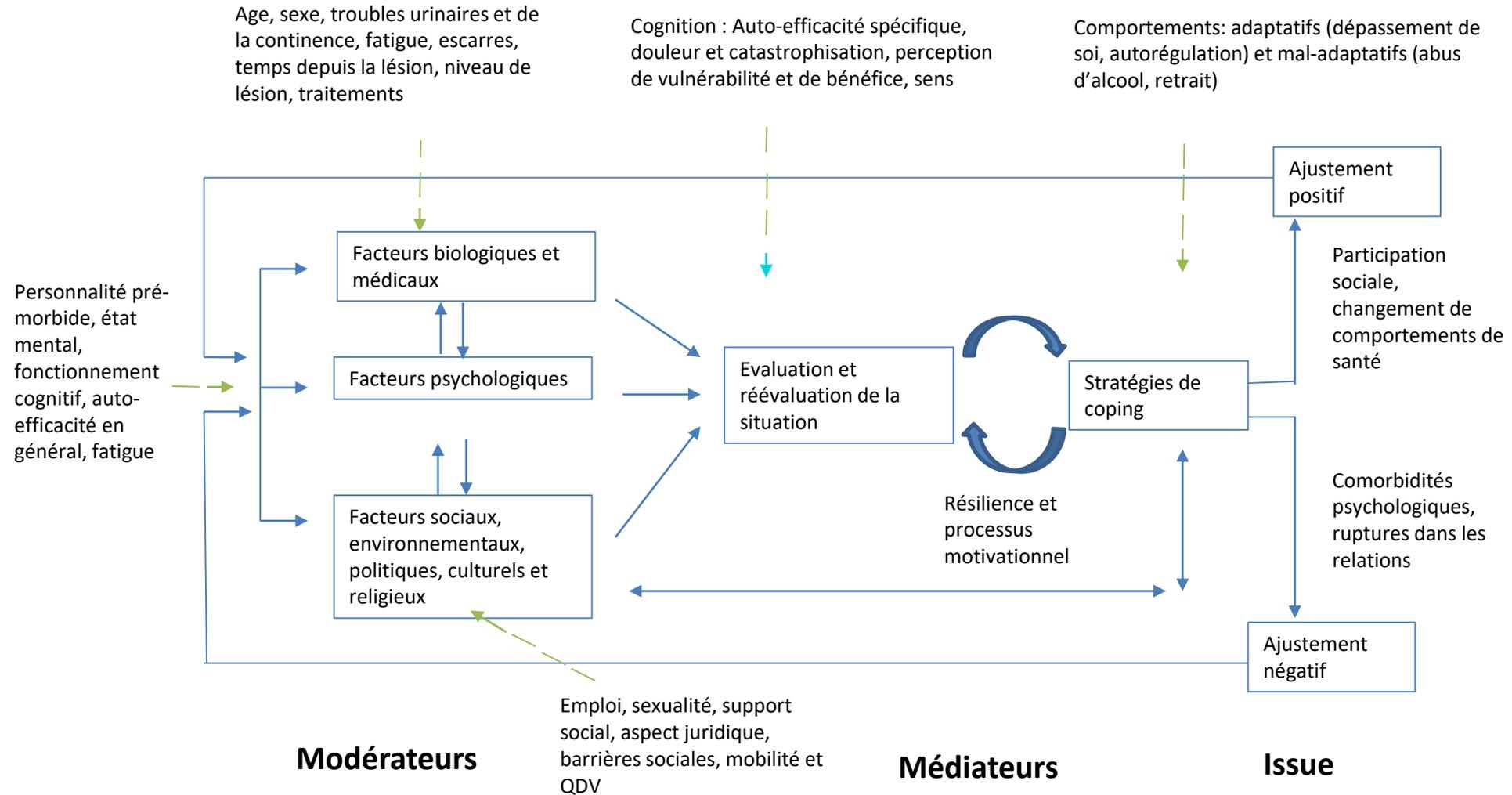
Les différents cadres théoriques



Les différents cadres théoriques



The SCI Adjustment Model (Middleton & Craig, 2008)



Les techniques de recueil de données

- Entretien
 - Individuel (semi-structuré/non structuré)
 - Groupes (focus group surtout)
- Observation
- Archive ou document (DPI par exemple)

Les techniques de recueil de données

- Entretien individuel = une conversation avec un objectif
 - Construire une grille d'entretien (question ouverte)
 - Éventuellement ancrée sur un modèle théorique
 - Posture de l'interviewer = écoute active
 - Produire des verbatims
- Focus group = conception similaire
 - Rôle de l'animateur = permettre à tous de s'exprimer, identifier les points divergents et convergents dans le groupe.

Les techniques d'analyse des données

1. Le codage

Nécessairement en groupe
Factuel : exclure toute interprétation



10	Aménager des temps de décharge	Le fait de fractionner son temps d'assise en s'allongeant dans la journée pour soulager la peau en appui sur le fauteuil réduit mon risque d'escarre
11	Impact positif de l'alimentation sur l'escarre (ou sa prévention)	Référence au fait qu'une alimentation adaptée (quelque soit le contenu évoqué par le sujet) favorise la guérison ou la prévention d'une escarre)
12	Peu de difficultés perçues dans la prévention	Selon la personne, la prévention de l'escarre ne pose pas de difficulté notable
13	Analyse de la cause de l'escarre	Les personnes fournissent une explication à la genèse de l'escarre qu'ils ont (ou ont eu) (e.g. matériel non

Inclusion de nouveaux verbatims jusqu' à saturation du codage

Outils d'aide à l'analyse



The screenshot displays the NVIVO software interface. On the left is a dark blue sidebar with navigation options: Quick Access, Import (Data), Organize (Coding, Codes, Sentiment, Relationships, Relationship Types), Sample (Cases, Case Qualifications), Notes, Sets, Explore (Queries, Query Criteria, Query Results, Node Maps), Visualizations, and Reports. The main window is divided into three panes. The top pane shows a list of interviews with columns for Name, Codes, and References. The middle pane displays a selected interview with text excerpts and a code list on the right. The bottom pane shows a detailed view of a specific interview with text excerpts and a code list on the right.

Name	Codes	References
Berkens	12	200
Betty and Paul	12	200
Charles	12	200
Donna	12	200
Ken Sergeant video	12	200
Margaret	12	200
Maria and Daniel	12	200
Robert	12	200
Sevan	12	200
Thomas	12	200
Willen Smith	12	200
Amelker Hudson	12	200

Thomas
I am not a Down Easter by generation by any sense. I am a dingbatter. That is what I am. But it is a beautiful area to live. I chose to live here. We've lived down here for about six or seven years now. A lot of people look at you strangely when you say you want to move to a remote area. But to me, there's a lot of beauty in that, of being remote. To me it's not that bad. I can't imagine why anyone would want to leave to tell you the truth.

Q.2. Connection to Down East natural environment

Henry
What appeals to you about the area? And what, as you've gotten to know the area, do you see as unique about Down East?

Thomas
The beauty of the area is the main attraction. I like the remoteness of the area. I like that it's low density. And fishing. I love to founder gig. That's probably my biggest passion in my life. Nothing commercial. It's just a good place I thought to put roots down and finish up my working years and retire.

Q.4. Community and Environmental Change

Henry
Since moving here, what changes have you seen?
Interview with Thomas, on June 4th, 2009, inarkers Island, North Carolina. Thomas is a soil scientist working at an environmental consulting firm.

Q.1. Connection to Down East

Thomas
I am not a Down Easter by generation by any sense. I am a dingbatter. That is what I am. But it is a beautiful area to live. I chose to live here. We've lived down here for about six or seven years now. A lot of people look at you strangely when you say you want to move to a remote area. But to me, there's a lot of beauty in that, of being remote. To me it's not that bad. I can't imagine why anyone would want to leave to tell you the truth.

Codes

- Attitude
- Community change
- Balance
- Community change
- Economy
- Infrastructure
- Honorable county
- Natural environment
- Policy management
- Cases
- Interview Participants
- Berkens
- Betty
- Charles
- Daniel
- James
- Ken
- Margaret
- Survey Responses

Les techniques d'analyse des données

2. La catégorisation

- Regrouper les codes en catégorie et définition

Cat 1 Identifier ce qui risque de causer problème

Définition : le problème n'est pas présent, mais je suis capable d'identifier mes propres risques

Items :

- 16- Faible perception du danger/risque
- 37- Risque et assise
- 50- Impact du poids sur le risque d'escarres
- 61- La spasticité peut créer des problèmes de peau
- 65- L'atrophie des muscles paralysés augmente le risque d'escarre
- 67- Vieillesse
- 71- Avoir eu une escarre augmente mon risque d'escarre

Les techniques d'analyse des données

ENVIRONNEMENT QUOTIDIEN

3. La mise en relation

PREVENTION

- Catégorie 1 : L'identification de ce qui peut poser problème
- Catégorie 2 : Les actions quotidiennes de prévention

PRESENCE D'UNE ESCARRE

- Catégorie 3 : La détection du problème débutant
- Catégorie 4 : La gestion du problème débutant

ENVIRONNEMENT MEDICALISE

- Catégorie 5 : Le recours au soin
- Catégorie 6 : Le vécu de l'escarre et de l'alitement

4. La validation

Sur les verbatims suivants



Une méthode évolutive

- Dans le recueil des données
 - Evolution du guide d'entretien au fil des entretiens
- Dans le traitement des données
 - Pas de NSN a priori, mais déterminé par la saturation de la codification

Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups

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Critères qualité en recherche qualitative

Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups

Domain 1: Research team and reflexivity			
<i>Personal characteristics</i>			
Interviewer/facilitator	1	Which author/s conducted the interview or focus group?	<input type="checkbox"/>
Credentials	2	What were the researcher's credentials? E.g. PhD, MD	<input type="checkbox"/>
Occupation	3	What was their occupation at the time of the study?	<input type="checkbox"/>
Gender	4	Was the researcher male or female?	<input type="checkbox"/>
Experience and training	5	What experience or training did the researcher have?	<input type="checkbox"/>
<i>Relationship with participants</i>			
Relationship established	6	Was a relationship established prior to study commencement?	<input type="checkbox"/>
Participant knowledge of the interviewer	7	What did the participants know about the researcher? e.g. personal goals, reasons for doing the research	<input type="checkbox"/>
Interviewer characteristics	8	What characteristics were reported about the interviewer/facilitator? e.g. Bias, assumptions, reasons and interests in the research topic	<input type="checkbox"/>

Critères qualité en recherche qualitative

Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups

Domain 2: Study design			
<i>Theoretical framework</i>			
Methodological orientation and Theory	9	What methodological orientation was stated to underpin the study? e.g. grounded theory, discourse analysis, ethnography, phenomenology, content analysis	<input type="checkbox"/>
<i>Participant selection</i>			
Sampling	10	How were participants selected? e.g. purposive, convenience, consecutive, snowball	<input type="checkbox"/>
Method of approach	11	How were participants approached? e.g. face-to-face, telephone, mail, email	<input type="checkbox"/>
Sample size	12	How many participants were in the study?	<input type="checkbox"/>
Non-participation	13	How many people refused to participate or dropped out? Reasons?	<input type="checkbox"/>
<i>Setting</i>			
Setting of data collection	14	Where was the data collected? e.g. home, clinic, workplace	<input type="checkbox"/>
Presence of non-participants	15	Was anyone else present besides the participants and researchers?	<input type="checkbox"/>
Description of sample	16	What are the important characteristics of the sample? e.g. demographic data, date	<input type="checkbox"/>
<i>Data collection</i>			
Interview guide	17	Were questions, prompts, guides provided by the authors? Was it pilot tested?	<input type="checkbox"/>
Repeat interviews	18	Were repeat inter views carried out? If yes, how many?	<input type="checkbox"/>
Audio/visual recording	19	Did the research use audio or visual recording to collect the data?	<input type="checkbox"/>
Field notes	20	Were field notes made during and/or after the inter view or focus group?	<input type="checkbox"/>
Duration	21	What was the duration of the inter views or focus group?	<input type="checkbox"/>
Data saturation	22	Was data saturation discussed?	<input type="checkbox"/>
Transcripts returned	23	Were transcripts returned to participants for comment and/or	<input type="checkbox"/>

Critères qualité en recherche qualitative

Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups

Domain 3: analysis and findings			
<i>Data analysis</i>			
Number of data coders	24	How many data coders coded the data?	<input type="checkbox"/>
Description of the coding tree	25	Did authors provide a description of the coding tree?	<input type="checkbox"/>
Derivation of themes	26	Were themes identified in advance or derived from the data?	<input type="checkbox"/>
Software	27	What software, if applicable, was used to manage the data?	<input type="checkbox"/>
Participant checking	28	Did participants provide feedback on the findings?	<input type="checkbox"/>
<i>Reporting</i>			
Quotations presented	29	Were participant quotations presented to illustrate the themes/findings? Was each quotation identified? e.g. participant number	<input type="checkbox"/>
Data and findings consistent	30	Was there consistency between the data presented and the findings?	<input type="checkbox"/>
Clarity of major themes	31	Were major themes clearly presented in the findings?	<input type="checkbox"/>
Clarity of minor themes	32	Is there a description of diverse cases or discussion of minor themes?	<input type="checkbox"/>

Take Home message

- Le choix d'une méthodologie qualitative dépend de la formulation de la question de recherche
- Nécessité d'une équipe pluri-disciplinaire, avec des compétences en psychologie de la santé ou sociologie
- Méthodologie souvent construite sur une analyse de discours, nécessitant
 - Une technique de recueil de l'information
 - Une technique d'analyse des résultats.
- Préparer le protocole en incluant les critères COREQ +++