Qualitative research: generating useful knowledge for practice

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Created from conference abstract titles

University of Brighton
What is the nature of clinical practice?

Qualitative research

Methodological approaches
What is ‘qualitative’ research?

Research (systematic investigation) that collects/analyses data that is:

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<th>Text</th>
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<td>Documents</td>
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<td>Emails</td>
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Research question leads to:

- Ontology
  - What is the nature of X?

- Epistemology
  - What can we know of X?

- Methodology
  - How can we go about acquiring knowledge about X?

- Methods
  - What procedures can we use to collect and analyse data?
Nature of clinical practice

Technical rationality
high hard ground

Professional artistry
swampy lowlands
Technical rationale view

Application of skills, theory and research to solve simple predictable, unproblematic, objective clinical problems

Biomedical model
Technical rationality assumptions

Nature of clinical practice - ontology is realism
- Ordered world represented by universal propositions (incidence of back pain) with causal relations between events (lack of exercise and LBP)
- Human behaviour (taking exercise) due to external factors (education, weight)

What can we know – epistemology is positivism
We can explain and predict physical and social aspects of clinical practice
Professional artistry

Application of principles, context-specific judgments to construct & solve complex, uncertain, unpredictable clinical problems

Biopsychosocial model
Professional artistry assumptions

Nature of clinical practice - ontology is relativism

- Human experience & behaviour involves & depends on our interpretation of sensory information (pain in the back) and situations (seeing a therapist)
- Interpretations influenced socially, culturally, historically and by language

What can we know – epistemology is interpretivism
We can explore the socially constructed meanings held by individuals
Technical rationality  
Nature of clinical practice  
Professional artistry

Realist  
Nature of the phenomenon  
Relativist

Positivist  
What can we know of the phenomenon  
Interpretivist

Qualitative methodology and methods will differ
Physiotherapy UK 2015

BAD STATS!
4% qualitative research - 4 PT journals in 2003 (Gibson & Martin 2003)
Every 3 years there is a 4% increase.
60 years time - Physiotherapy UK 100% qualitative
Qualitative methodologies

• Phenomenology
• Ethnography
• Grounded theory
• Case Study
• Narrative/discourse inquiry
• Action/Participatory action research

Created from abstract titles for Physiotherapy UK 2015
meaning of a phenomenon or experience
• Understanding the lived experience of patients (Greenfield & Jensen 2010)

• Reflection in physical therapy practice: phenomenological inquiry into oral and written narratives (Knab 2012)

• Developing professionalism in physiotherapy students in professional entry courses (Grace & Trede 2013)

• Awareness of subjective interests and their fulfillment are crucial for the student’s work-placement assessment experience (Vuokkoski 2014)
Ethnography
‘writing about people’

description of customs, beliefs, behaviours of a group or culture
• Illuminating working culture of the physiotherapy assistant (Smith 1996)

• Physiotherapists perceptions of their interactions with patients on a chronic pain unit (Thomson 2009)

• The social meaning and function of humour in physiotherapy practice (Thomson 2010)

• Exploring rehabilitation for people with CNS tumours: patients perspectives (Hackman 2010)
Grounded theory

generate theory to explain a process, action or interaction about a substantive topic
• Expert practice in physical therapy (Jensen et al 2000)

• Patient education in physical therapy practice (Rindflesch 2009)

• Patient-centredness: a conceptual framework for MSK Physiotherapy (Sexton 2011)

• Experiences of low back pain in adolescents in relation to physiotherapy intervention Ahlqwist & (Sallfors 2012)

• Nature of female patient-physiotherapist relationship in Saudi Arabia MSK outpatient setting (Altamimi 2014)
Case study
Science of the singular

Exploring in depth an individual, group or population
• Exploring role of physiotherapy in an occupational health setting (Chetty 2013)

• Physiotherapists’ discursive construction of their role in patient education (Caladine 2011)

• Master’s level study: learning transitions towards clinical expertise in physiotherapy (Petty 2011)

• Clinical reasoning of pain by experienced musculoskeletal physiotherapists (Smart & Doody 2000)
Narrative inquiry/analysis and Discourse studies/analysis

Narrative: stories, autobiography, journals to understand the way people create meaning in their lives

Discourse: analysis of language ‘beyond the sentence’. Characteristics or understanding of discourse or sociological explanation of discourse
• Personal accounts of acute non-specific low back pain experiences (McCrum 2011)

• The clinical education experience of student-physiotherapists within a transformed model of healthcare (Ramkiass 2013)

• Doing gender in physiotherapy education: a critical pedagogic approach to understanding how students construct gender identities in an undergraduate physiotherapy programme in the UK (Hammond 2013)

• Deconstructing the evidence-based discourse in health sciences: truth, power and fascism (Holmes et al 2006)
Action Research and Participatory Action Research

Cyclical process to enhance something

Participants’ are co-researchers
• Maintaining the quality of clinical education in physiotherapy (Bennett 2008)

• Reviewing work-based learning opportunities in the community for physiotherapy students (Stainsby & Bannigan 2012)

• Exploring, implementing and evaluating use of rehabilitation guidelines for physiotherapy in the critically ill (Elliott 2015 PHYSIO UK)

• Introducing acceptance and commitment therapy to a physiotherapy-led pain rehabilitation programme (Barker, Heelas, Toye 2015)
Methodologies used by presenters at Physiotherapy UK 2015
Thank you for listening

Bennett R 2008 Maintaining the quality of clinical education in physiotherapy. PhD University of Birmingham

Booyawiroj EB 1996 Physiotherapy re-entry a case study. Physiotherapy 82(8): 447-455

Caladine L 2011 Physiotherapists’ discursive construction of their role in patient education. EdD thesis, University of Brighton


Greenfield BH, Jensen GM 2010 Understanding the lived experience of patients: application of a phenomenological approach to ethics. Physical Therapy 90(8): 1185-1197

Hackman D 2010 ‘What’s the point?’ exploring rehabilitation for people with 1o CNS tumours using ethnography: patients’ perspectives. Physiotherapy Research International 16(4)


Janssen J 2012 Building research capacity in a clinical setting using a participatory action research approach. PhD thesis, Otago University

Knab MS 2012 Reflection in physical therapy practice: a phenomenological inquiry into oral and written narratives. PhD thesis


Ramklass S 2013 The clinical education experience of student-physiotherapists within a transformed model of healthcare. The Internet Journal of Allied Health Sciences and Practice 11(2)


Smith S 1996 Ethnographic inquiry in physiotherapy research. Physiotherapy 82(6)


Thomson D 2009 An ethnographic study of physiotherapists’ perceptions of their interactions with patients on a chronic pain unit. Physiotherapy Theory and Practice 24(6)

Thomson D 2010 The social meaning and function of humour in physiotherapy practice. Physiotherapy Theory and Practice 26(1)

Vuokoski P 2014 Work-placement assessment as a lived-through educationally meaningful experience of the student: an application of the phenomenological descriptive approach
Phenomenology

Heidegger interpretive

Husserl descriptive

Schutz social construction of meanings

van Manen Practical contexts

Merleau-Ponty embodied
## Discourse analysis

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<tr>
<th>Type of analysis</th>
<th>View of discourse</th>
<th>Level of analysis</th>
<th>Methods or procedures of analysis</th>
<th>Objectives</th>
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<tr>
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<td>As object</td>
<td>Utterance level</td>
<td>Content analysis</td>
<td>Characterization of discourse</td>
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<td>Semiotic analysis (structural and formal)</td>
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<td>Contextual analysis</td>
<td>As singular event</td>
<td>Enunciation level</td>
<td>frame analysis, analysis of discourse positions, conversation analysis, intertextual analysis</td>
<td>Understanding discourse</td>
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<tr>
<td>Sociological</td>
<td>As information,</td>
<td>Social level</td>
<td>Inductive inference, abductive inference</td>
<td>(Sociological) explanation of discourse</td>
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<tr>
<td>interpretation</td>
<td>ideology and social product</td>
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