

KWALITATIEVE SYNTHESE: BENADERINGEN EN STAPPEN

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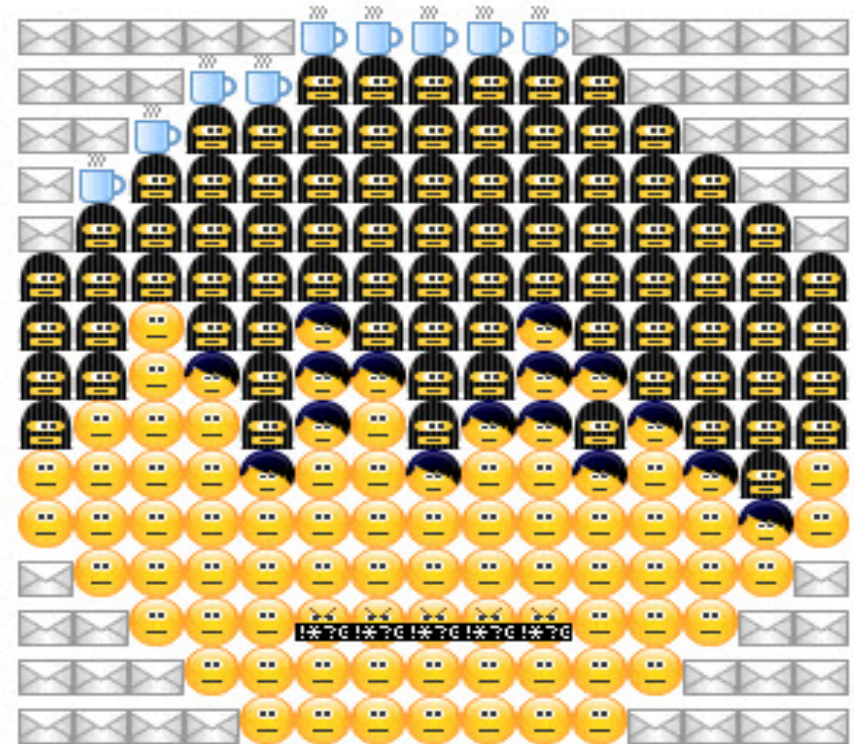
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INHOUD

Kwalitatieve synthese

- Wat is het, benaderingen, functies
- Stappen en het 'primair materiaal'
- Combinaties met andere syntheses/reviews



KWALITATIEF ONDERZOEK



Critical reflections on the rise of qualitative research

Catherine Pope,¹ Nicholas Mays²

Sixteen years ago **Catherine Pope** and **Nicholas Mays** were arguing for greater use of qualitative techniques in health research. Now they are concerned that the methods aren't always used appropriately

KWALITATIEF ONDERZOEK

Kennis over:

- Belanghebbenden/ontvangers
 - Ervaringen
 - Gevoelens
 - Gedragingen
 - Leken perspectief
- Professionals
- Mechanismen ($A \rightarrow B$)
- Culturen en systemen

KWALITATIEVE SYNTHESE: WANNEER

Als we een vraagstuk ervaren in de praktijk:

- Oplossen met bedachte oplossing (*trial and error*)
- Starten nieuw onderzoeksproject

In plaats van

- Onderzoeken welk onderzoek er al is
- Welke oplossingen er zijn
- Voor wie ze 'werken'



KWALITATIEVE SYNTHESE: WAT IS HET?

- Systematisch zoeken, selecteren, aggregeren en interpreteren van bestaande kwalitatieve studies over een bepaald onderwerp met het doel een *evidence* base te creëren voor theorievorming en beleid en professionele praktijk.



WAT VOOR REVIEWVRAGEN BEANTWOORDEN

Meta-analyse

- Werkt het?

Effectiviteit

Kwalitatieve synthese

- Waarom werkt het (niet)?
- Hoe werkt het?

Haalbaarheid,
Geschiktheid,
Passendheid



KENMERKEN VAN HET PROCES

- Comprehensive (omvattend)
- Systematisch
- Vrij van vertekening
- Transparant
- Verantwoording methoden

The Concept of a Systematic Review



BENADERINGEN VAN KWALITATIEVE SYNTHESE

- Meta-ethnography
- Grounded formal theory
- Meta-study
- Thematic synthesis
- Critical interpretive synthesis
- Realist synthesis



META-ETHNOGRAPHY

Eerste benadering van synthese

Synthese aanpak



■ Drie componenten:

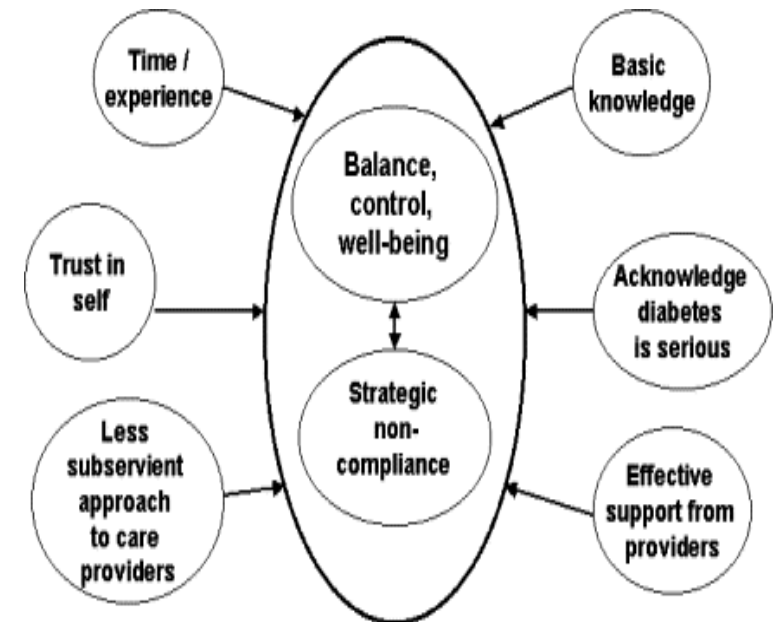
1. Reciprocal translational analysis (RTA)
2. Refutational synthesis
3. Lines-of-argument (LOA)

Output

- Middle-range theorie
- Second en third order concepten

Potentie voor beleid

- Ontwikkelde theorie voor beleid en praktijk
- Alleen etnografieën includeren beperkt de scope



Output Campbell, et al., 2003

META-STUDY

Synthese aanpak

- Meta-data-analysis
- Meta-method
- Meta-theory
- Alle drie samen meta-study

Output



- Ontwikkeling van overkoepelende meta-theorie

Potentie in beleid en praktijk

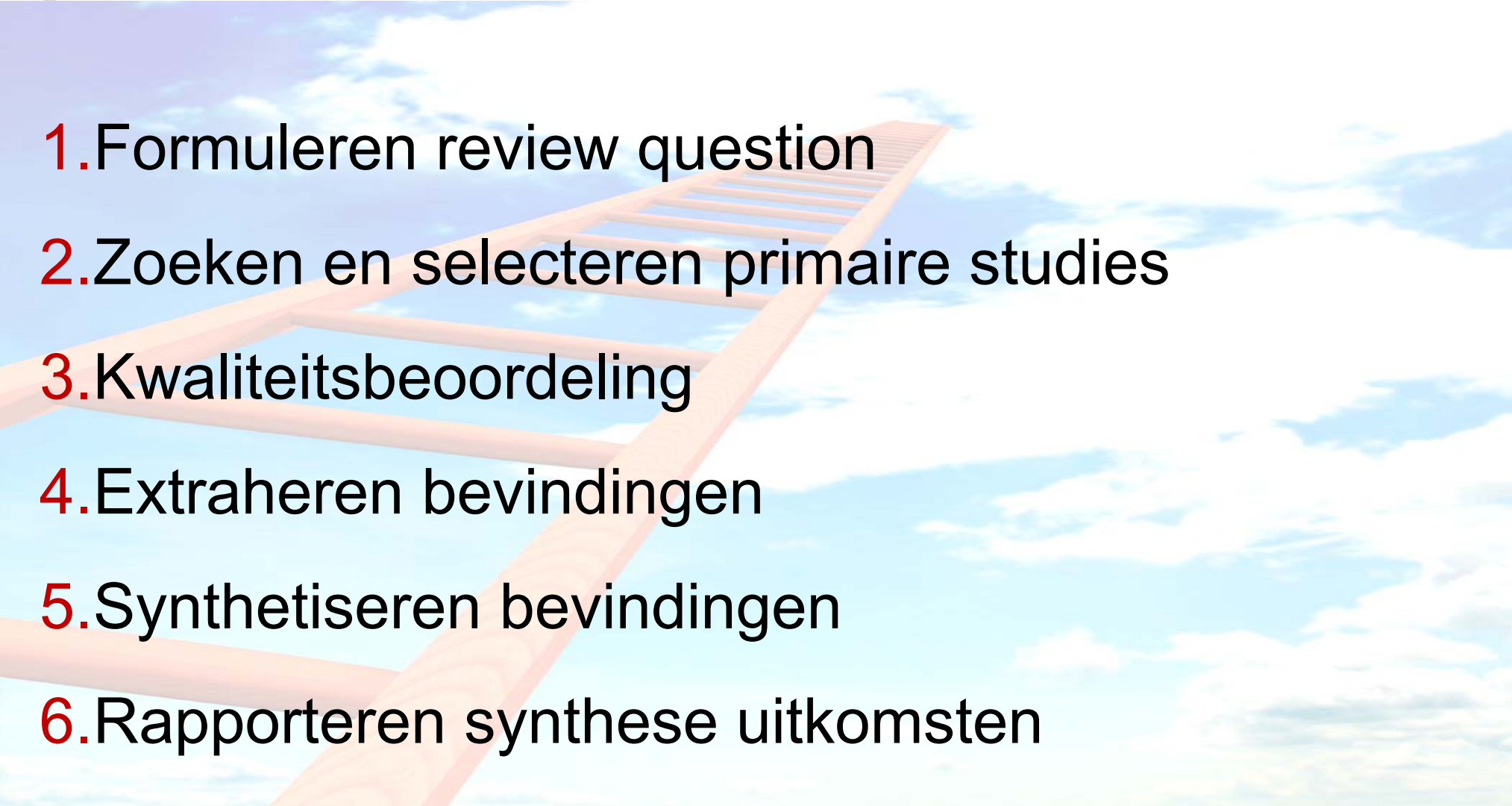
- Resultaten meta-data-analysis geïntegreerde bevindingen
- Resultaten meta-methoden toekomstige onderzoeksagenda's
- Meta-theorie en meta-study beperkte bruikbaarheid



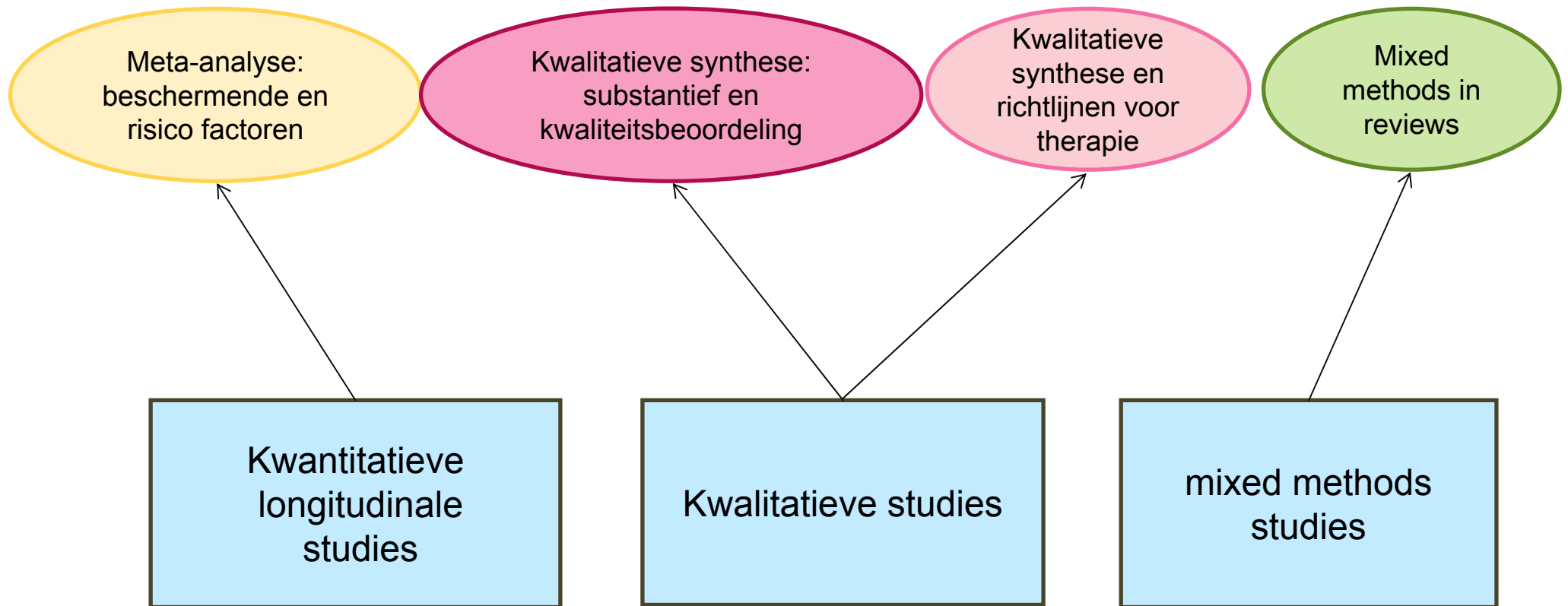
ONDERSCHEIDENDE ELEMENTEN

- Alle kwalitatieve studies of bepaald type
- Configuratief of aggregatief
- Cyclisch of lineair
- Aard van de review vraag
- Alleen wetenschappelijke bronnen of grijze literatuur
- Kwaliteitsbeoordeling of relevantie
- Onderzoeker 'out' or 'in'
- Exclusief kwalitatief of ook kwantitatief onderzoek
- Meer of minder transparant
- Meer of minder methoden en technieken beschikbaar

STAPPEN VAN KWALITATIEVE SYNTHESE

- 
1. Formuleren review question
 2. Zoeken en selecteren primaire studies
 3. Kwaliteitsbeoordeling
 4. Extraheren bevindingen
 5. Synthetiseren bevindingen
 6. Rapporteren synthese uitkomsten

ONDERZOEKSPROGRAMMA: KINDEREN & TRAUMA



FORMULEREN REVIEWVRAAG: STAP 1

Hoe ervaren kinderen traumatische gebeurtenissen en wat ervaren ze als steunend en als hinderend voor hun inspanningen naar herstel?



Setting: Slachtoffers diverse trauma's



Perspective: Kinderen/ouders/verzorgers over kinderen



Interest: Verwerken traumatische gebeurtenis



Comparison: –



Evaluation: Ervaringen, barrières en faciliteiten

ZOEKEN EN SELECTEREN STUDIES: STAP 2

- Vaststellen **zoektermen** (key terms)
 - Gebruik review vraag, experts, of literatuur
 - Zoektocht zelf levert nieuwe zoektermen op
 - Zoektermen kwalitatief onderzoek
- Zoeken (electronisch) **data bases** (Web of Science, PsycInfo, ERIC, etc.)
 - Zoeken met de hand relevante tijdschriften
 - Bibliotheekhulp
 - Checken referentielijsten
 - Contact belangrijke auteurs in het veld



ZOEKTOCHT KINDEREN EN TRAUMA

Databases: PsycINFO, CINAHL, PubMed, EMBASE, PILOTS

Key terms:

Trauma: trauma* or PTSD or "posttraumatic stress"

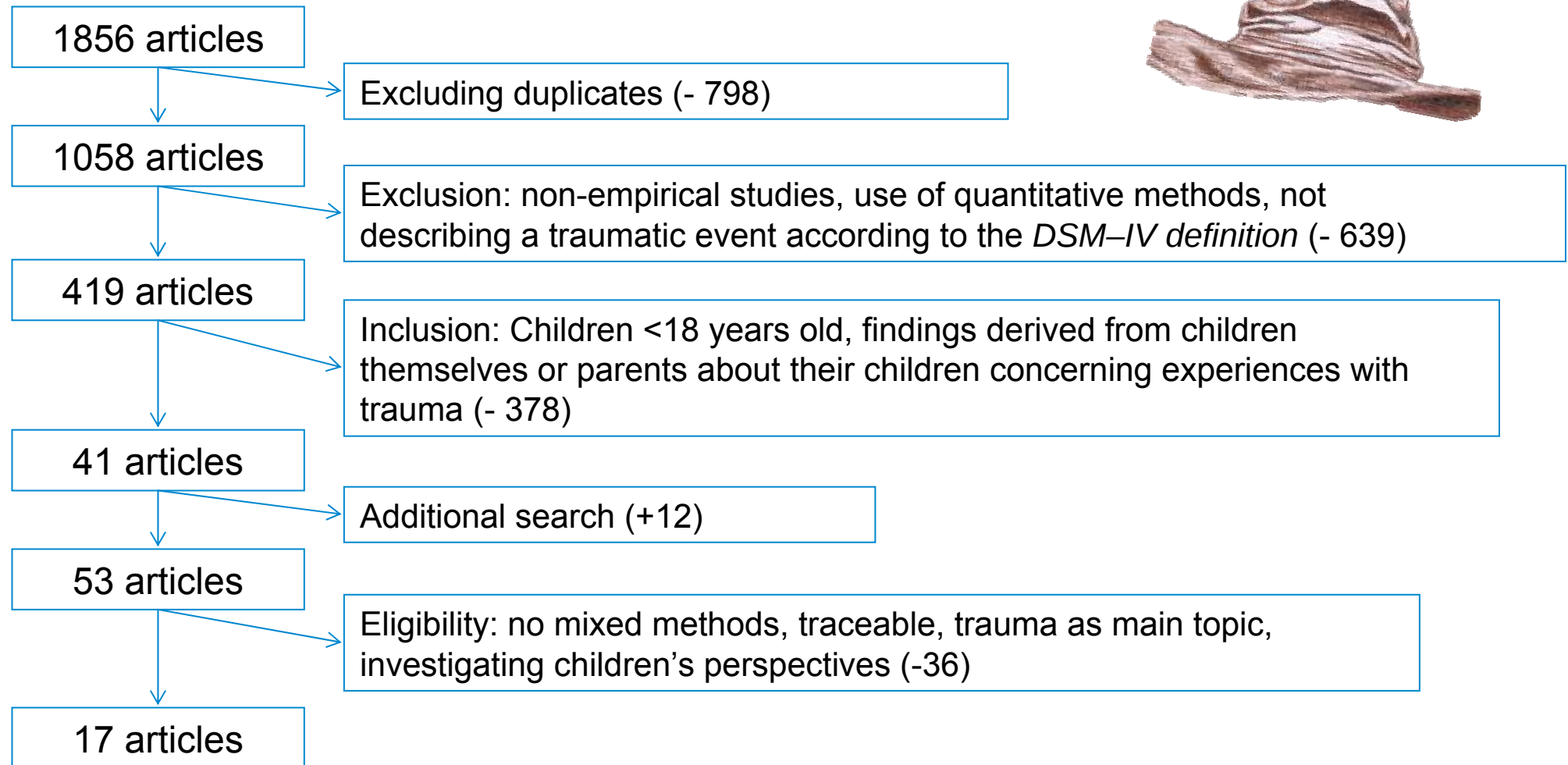
Children: child* or youth or adolescen* or toddler or infant or youngster or kid or teen* or preschool or kindergart*

Qualitative filter: qualitative or "unstructured interview*" or "semistructured interview*" or "semi-structured interview*" or "focus group*" or "grounded theory" or ethnograph* or phenomenologic* or hermeneutic or "life history" or "participant observation" or "narrative"

Hand searched journals: Qualitative Research; Journal of Mixed Methods Research; Trauma, Violence and Abuse; Traumatology; Clinical Child Psychology and Psychiatry; Transcultural Psychiatry; Journal of Interpersonal Violence

Note. * means a wildcard.

SELECTIE KINDEREN EN TRAUMA



INCLUSIE 17 KWALITATIEVE ARTIKELEN

- Violence (6), war and terrorism (5), cancer (3), death or illness parent (2), accident (1)
- Psychology (9), social work (4), psychiatry (3), nursing (1)
- USA (6), UK (4), Canada (2), Scandinavia (2), Italy (1), Colombia (1), Iraq (1)
- 10 studies just children, 4 just parents, 3 both
- Interviews (12), focus groups (4), and other
- Analyses (thematic analysis, grounded theory, phenomenology, coding)

KWALITEITSBEOORDELING: STAP 3

Wat is kwaliteit in kwalitatief onderzoek?

Kwalitatieve synthese meer **configuratief** of meer **aggregatief**. Beide einden van continuum hanteren kwaliteit verschillend

- De meer configuratieve benaderingen meten studiekwaliteit af aan **relevantie** en **bijdrage** aan beantwoording review vraag
- De meer aggregatieve benaderingen meten studiekwaliteit af aan **methodologische juistheid** van de studies



KWALITEITSBEOORDELING: STAP 3

Kwaliteitsbeoordeling met checklijst

- Onderzoeksvraag
- Steekproef
- Dataverzameling
- Data analyse
- Ethiek
- Bevindingen
- Relevantie
- Expert judgement



Wat te doen met de uitkomst?

- Bandbreedte vermelden
- Excluderen zwakke studies
- Gewicht toekennen aan studies
- Niets

KWALITEITSBEOORDEING KINDEREN EN TRAUMA

Checklist appraisal

- Doel excluderen zwakke studies
- 3 beoordelaars
- 2 typen van beoordeling

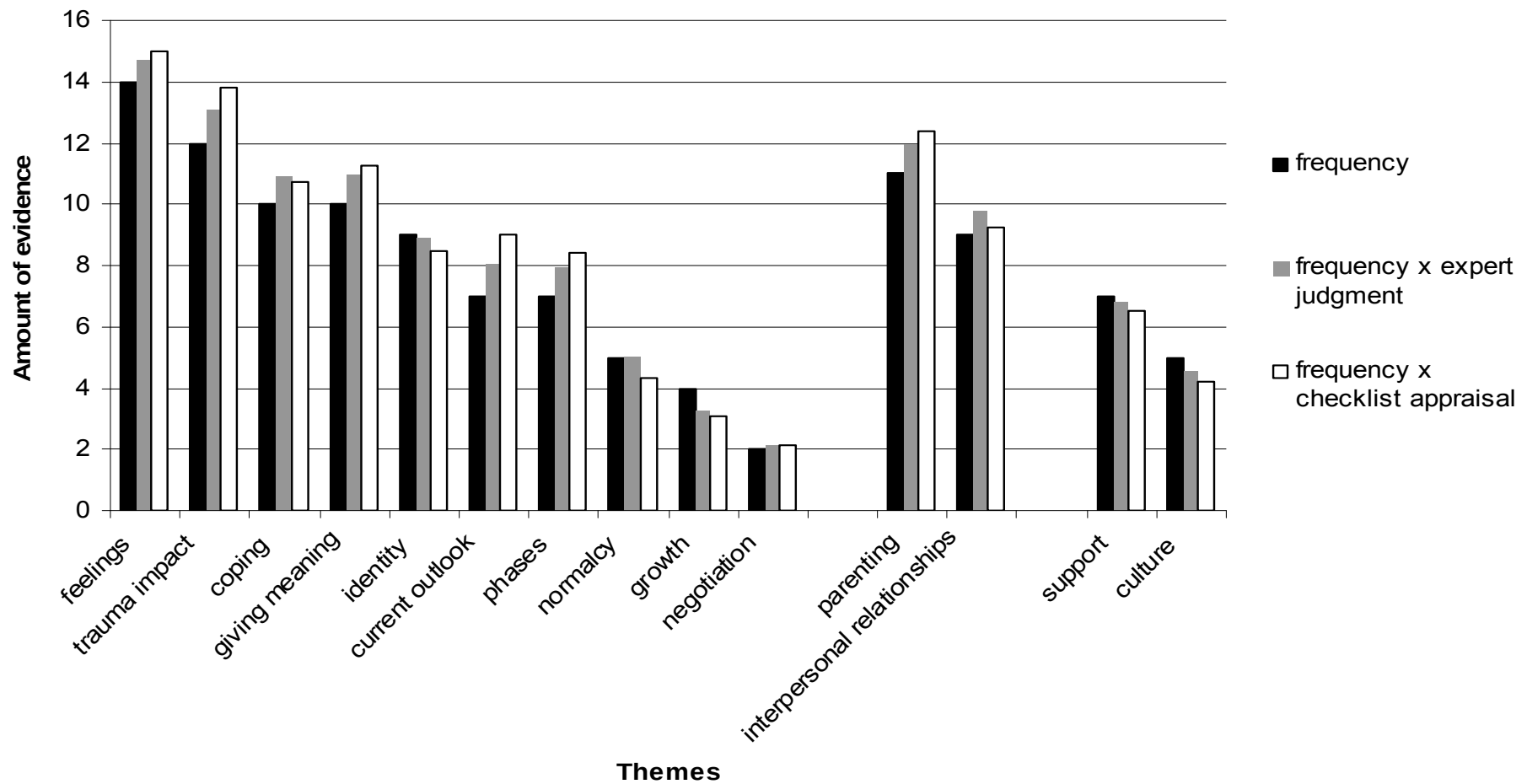
Measurement	no. items	Scale	Intra-Class Correlation
Expert judgment	1	0-10	.88
Checklist	10	0-2 (0-20)	.94

Expert judgment

The coherence within a study and the legitimacy of the claims made given the research questions (not the significance in terms of the importance of a publication towards answering a clinical or research question).

Correlation between expert judgment and checklist $r = 0.87$

KWALITEIT EN FREQUENTIE KINDEREN EN TRAUMA



EXTRACTIE BEVINDINGEN: STAP 4

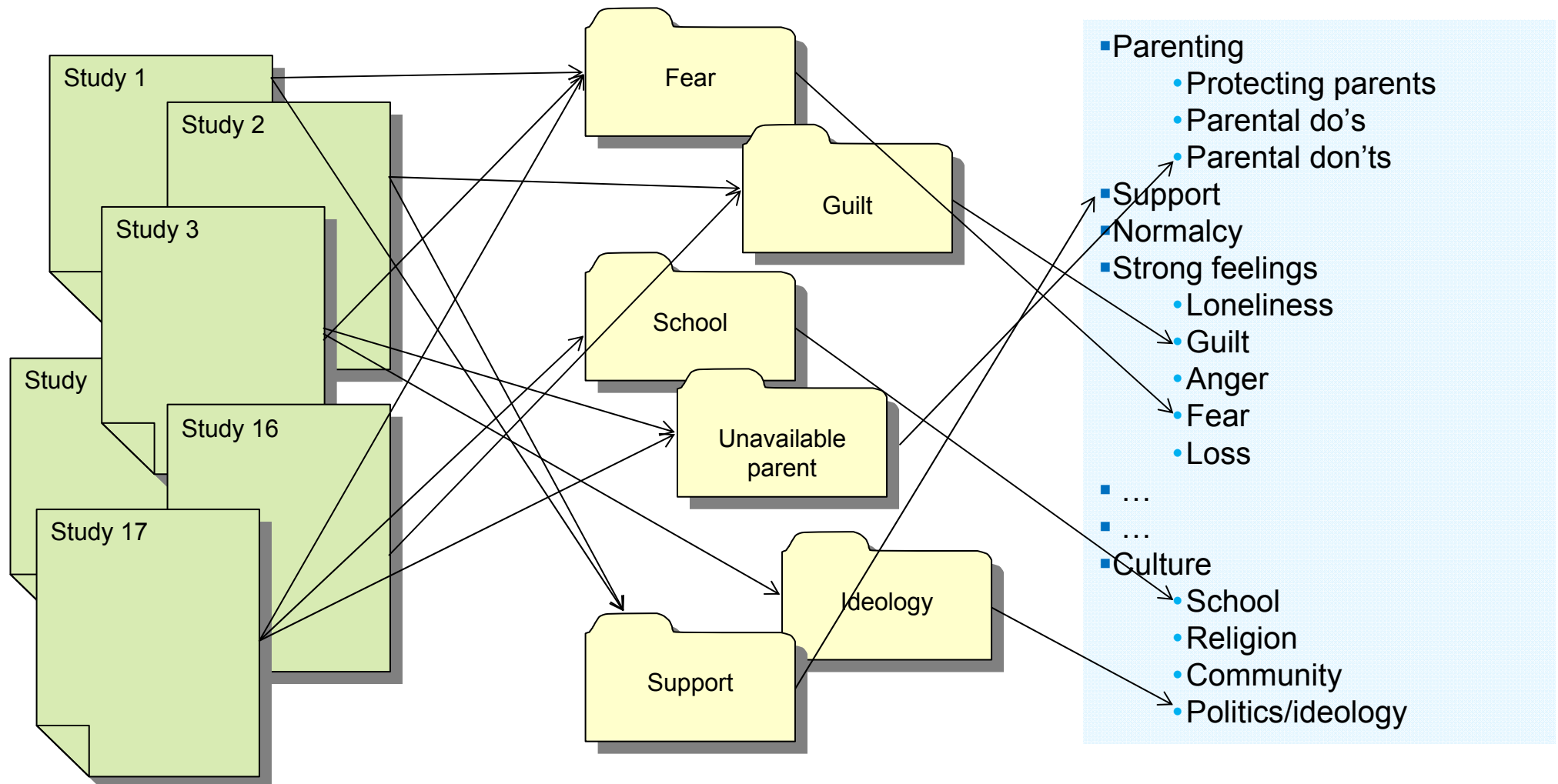
Codeer **studie kenmerken**

- Steekproef (omvang, type, subgroepen, leeftijd, etc.)
- Dataverzameling (focusgroupen, interviews, etc.)
- Data analyse (grounded theory, constante vergelijking, etc.)

Codeer studie **inhoud**

- | | | |
|---------------------------------|---|------------------|
| ▪ Extraheer theorie introductie | → | Codeer theorieën |
| ▪ Extraheer bevindingen | → | Open coderen |

EXTRACTIE BEVINDINGEN: CODEREN



THEMA'S KINDEREN EN TRAUMA

Themes	Description
Individual domain	
Feelings	Emotions that are directly linked to the traumatic event such as fear, anxiety, helplessness, loneliness and guilt.
Trauma impact	Secondary trauma and all consequences of the disruption of daily life such as the perceived sense of uncertain threat, behavior resulting directly from the trauma, copy-cat behavior and taking refuge.
Coping	Strategies used for dealing with trauma such as denial, acting tough and taking control.
Giving meaning	The process of reflecting upon what happened, including how the trauma is given a place in life.
Identity	How children see themselves, how they think and feel about themselves, their sense of self, self-esteem, self-awareness and knowing themselves.
Current outlook	Traumatized children's views on the post-trauma-world and, in particular on their future development.
Phases	Several phenomena that develop in stages, for instance: aging of children, children's level of development, and the processing of trauma through time.
Normalcy	What used to be self-evident in daily life, includes looking normal, being like peers and normal child behavior.
Growth	Positive outcomes of a trauma experience such as the development of cognitive and emotional skills and maturation.
Negotiation	The process of constant interchange between normalcy and difference because of the traumatic event happening.
Family domain	
Parenting	The parents' observations of the child and their interference with the child, their relationship with the child and their efforts in the raising of a child with trauma (such as taking away their worries, disciplining, listening, protecting and answering questions).
Interpersonal relationships	Interaction of traumatized children with others, such as peers and acquaintances.
Community domain	
Support	All kinds of help given by family, friends, school and the community in general.
Culture	The nature of the community in terms of cohesion and openness, as well as religious beliefs, and political and ideological views.

VOORBEELD THEMA CULTUUR

Cultuur: The nature of the community in terms of cohesion and openness, as well as religious beliefs, and political and ideological views (5 articles)

- Children with strong religious beliefs held on to the cross as a symbol of their religious identity. Praying is a way of coping with the traumatic event. They also experience gratitude for surviving the event
- Sudanese refugees and Iraqi children who have gone through war use their religious and cultural background in order to give meaning to the traumatic event. The anti-American ideology of the Iraqi children influences their ideas about the future. They want to fight against the occupier and die as martyrs.
- The cultural context defines when someone is tough and brave and hiding ones vulnerabilities as a good response to the event.

SYNTHETISEREN BEVINDINGEN: STAP 5

Analyse aanpak:

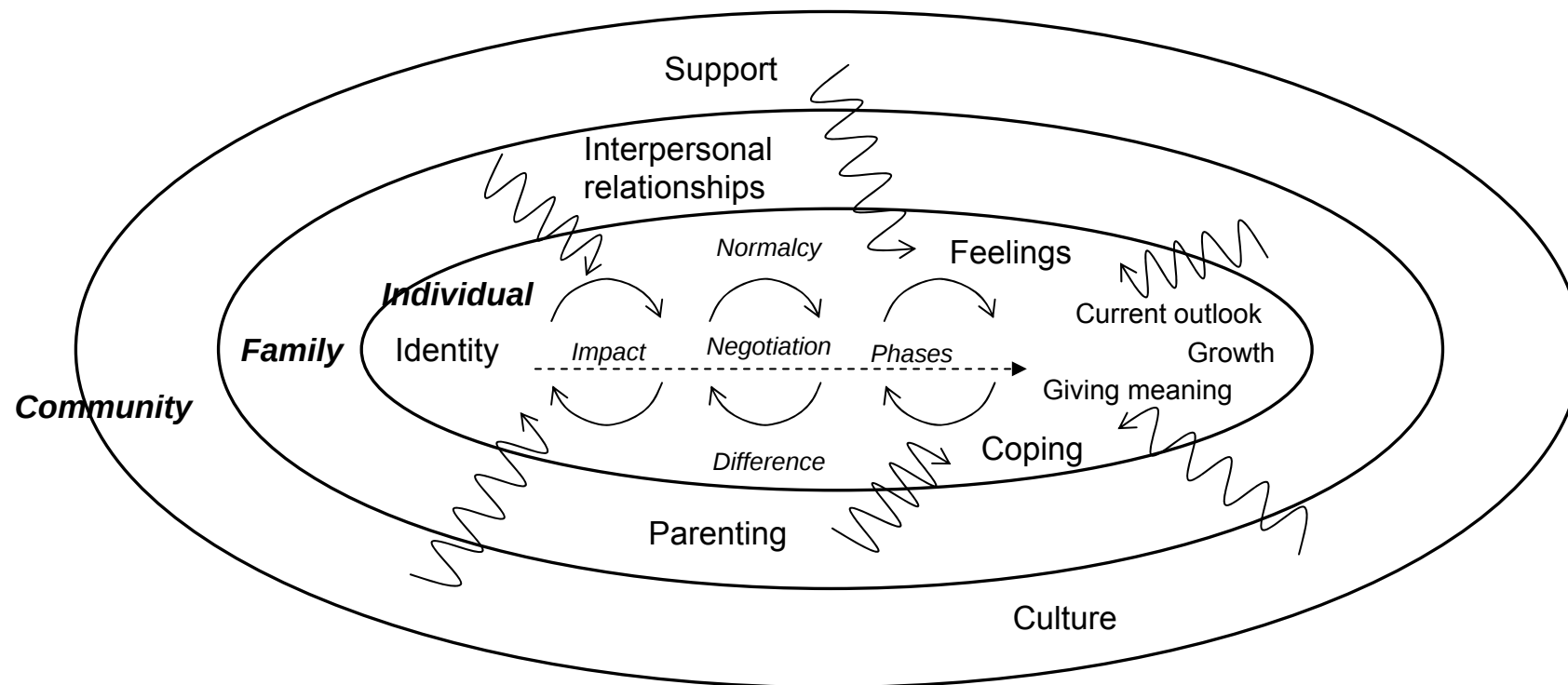
- Thematisch coderen
- Reciprocal translational analysis
- Refutational synthesis
- Lines of argument
- Constant comparison
- ...

Analyse focust op:

- Vinden thema's
- Vinden (causale) relaties
- Verfijnen theorie
- Verklaren verschillen
- ...



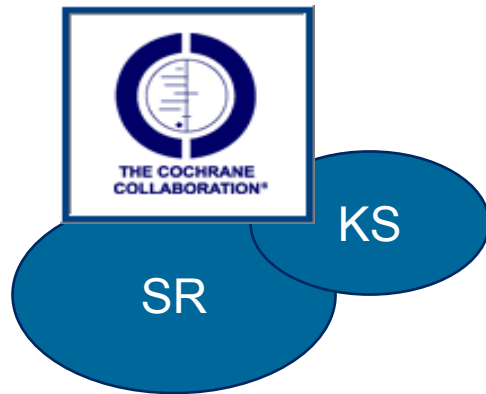
SYNTHESE BEVINDINGEN MODEL KIND EN TRAUMA



PUBLICATIES KIND EN TRAUMA PROJECT

- Boeije, H.R., Wesel, F. van & Slagt, M. (2013). Guidance for deciding upon use of mixed methods studies in research synthesis: lessons learned in childhood trauma. *Quality & Quantity*.
- Boeije, H.R., Slagt, M. & Wesel, F. van (2013). The contribution of mixed methods research to the field of childhood trauma: a narrative review focused on data integration. *Journal of Mixed Methods Research*.
- Boeije, H., Wesel, F. van, & Alisic, E. (2011). Making a difference: towards a method for weighing the evidence in a qualitative synthesis. *Journal of Evaluation in Clinical Practice*, 17(4): 657-663.
- Wesel, F. van, Boeije, H., Alisic, E. & Drost, S. (2011). I'll be working my way back: A qualitative synthesis on the trauma experience of children. *Psychological Trauma: Theory, Research, Practice, and Policy*, Doi:10.1037/a0025766
- Alisic, E., Jongmans, M. J., Wesel, F. van, & Kleber, R. J. (2011). Risk and protecting factors for posttraumatic stress in children: A systematic review of prospective studies. *Clinical Psychology Review*, 27: 36-747.
- Wesel, F. van, Alisic, E. & Boeije, H., (submitted). Towards a method for evidence synthesis using hypotheses as common language.
- Wesel, F. van, Alisic, E. & Boeije, H. (Submitted). Optimizing child PTSD treatment guidelines: including evidence from qualitative synthesis in the evidence base.

COMBINATIES KWALITATIEVE EN KWANTITATIEVE SYNTHESSES: MIXED STUDIES REVIEWS

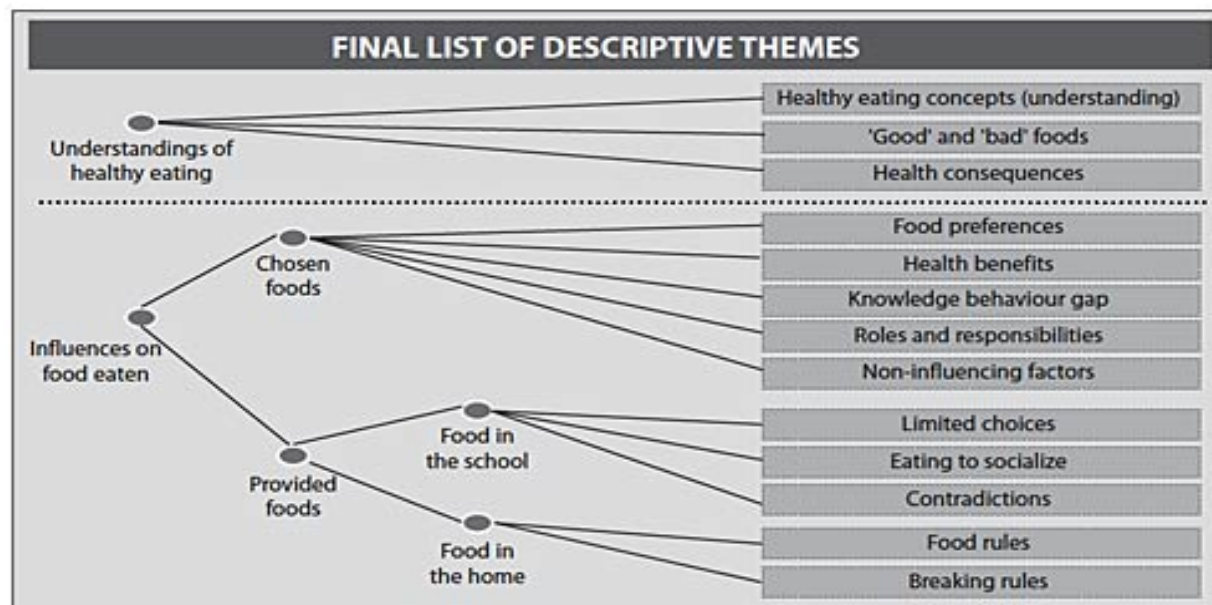


- Evidence for Policy and Practice Information and Co-ordinating Center (EPPI-centre in London)
 - Life style issues
 - Social disadvantage
 - Promotion of healthy eating in children
 - Mental health
 - Gang related crime
 - And so on

Purpose: Children's views on food and eating

– Qualitative synthesis

- Health is considered parents' responsibility
- Taste is more important than health
- Fruit and vegetables are not the same kind of food



Thomas, J., et al. (2004). Integrating qualitative research in trials in systematic reviews. British Medical Journal, 328: 1010-2.

Purpose: measuring effectiveness interventions

- Meta-analysis
- Cluster interventions that match recommendations
- Compare effectiveness of different clusters

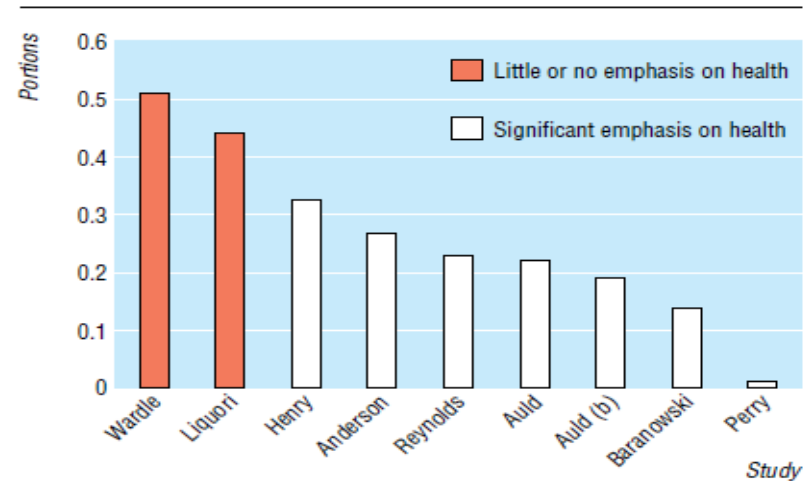


Fig 2 Increase in consumption of fruit and vegetables in trials with data on health emphasis

Outcomes

- Interventions that match recommendations more effective
- Research gaps: recommendations yet to be tried

BAYESIAANSE META-ANALYSE



Purpose

- Understanding the factors that affect the uptake of recommended childhood immunisations
- Finding out which factors can be modified

Methods used

- Bayesian approach to meta-analysis
- 11 qualitative and 32 quantitative studies

Roberts, K.A., Dixon-Woods, M., Fitzpatrick, R. Abrams, K.R. & Jones, D.R. (2002). Factors affecting uptake of childhood immunisation: a Bayesian synthesis of qualitative and quantitative evidence. *The Lancet*, 360(16): 1596-99.

BAYESIAANSE META-ANALYSE



Factors affecting uptake of immunisation by type of data source

Prior only (qualitative studies and elicited beliefs)

Forgetting an immunisation was due
Religious or moral beliefs against immunisation
Features of the post-partum period
Media representation

Prior and quantitative studies

Lay beliefs about immunisation
Advice from health professionals
Child's health
Structural issues
Social position
Role of parent

Quantitative studies only

Type of health-care service used
Pattern or frequency of use of health-care service

Figure 1 Identification of factors in different sources

Factors	Prior probability	Posterior probability
Lay beliefs about immunisation	0.177	0.219
Advice from health professionals	0.145	0.063
Child's health	0.145	0.355
Structural issues	0.138	0.089
None of the above factors	0.394	0.275

Table 2: Prior and posterior probabilities that factors affect uptake of immunisation (for the four factors with highest prior probabilities)

Integration of qualitative and quantitative research enabled

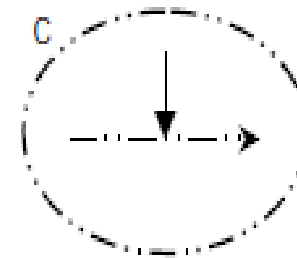
- Identification of all relevant factors
- Appropriate judgement of their importance
- Prevention of inappropriate decisions and policy

PAWSON'S REALISTISCHE REVIEW

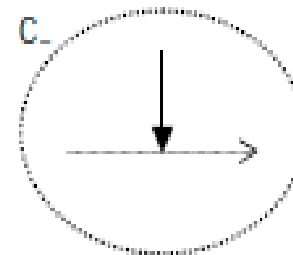


“The causal power of an initiative lies in its underlying mechanism, namely its basic theory about how programme resources will influence the subject’s actions. Whether this mechanism is actually triggered depends on context, the characteristics of both the subjects and the programme locality. Interventions, especially over the course of a number of trials, will therefore have diverse impacts over a range of effects, a feature known as the outcome pattern .”

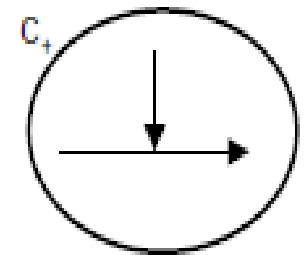
Initial programme



Negative instances



Positive instances



LITERATUUR

- Britten, N. (2011). Qualitative research: What can it contribute? Patient Education and Counseling, 82: 384-388.
- Campbell, R., Pound, P., et al. (2003). Evaluating meta-ethnography: a synthesis of qualitative research on lay experiences of diabetes and diabetes care. Social Science & Medicine, 56: 671-684.
- Dixon-Woods, M., Fitzpatrick, R. & Roberts, K. (2000). Including qualitative research in systematic reviews. Journal of Evaluation in Clinical Practice. 7(2): 125-133.
- Hannes, K. & Lockwood, C. (2012). Synthesizing qualitative research: choosing the right approach. Wiley Blackwell.
- Pawson, R. (2002). Evidence-based policy: the promise of 'Realist synthesis'. Evaluation, 8(3): 340-358.
- Pope, C., Mays, N. & Popay, J. (2007). Synthesizing qualitative and quantitative health evidence. A guide to methods. Open University Press.
- Sandelowski, M., Voils, C. & Barroso, J. (2006). Comparability work and the management of difference in research synthesis studies. Social Science and Medicine, 64: 236-247.
- Thomas, J., Harden, A. et al. (2004). Integrating qualitative research with trials in systematic reviews. BMJ 328:1010-12.
- Vermeire, E. (2009). Synthese van kwalitatief onderzoek. Kwalon, 14(2): 23-30.



Dank voor jullie aandacht

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