

Workshop on Novel Participatory Methods in Qualitative Research

Fiona Wood: Cardiff University

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Denitza Williams: Cardiff University

Becki Law: Bangor University



	Presenter
Introduction to the workshop	Fiona
Introduction to Menti	Deni
Draw, write and tell. Brief Q&A	Harriet
Using life grids and pie charts in interviews with adolescents	Amber
Using time-lines. Brief Q&A	Deni
Lego Serious Play. Brief Q&A	Becki
Activity 1	Your turn
Activity 2	Your turn
Discussion on the methods and their value	All
Completion of Mentee	All

Draw, Write and Tell

Dr Harriet Quinn-Scoggins

Division of Population Medicine

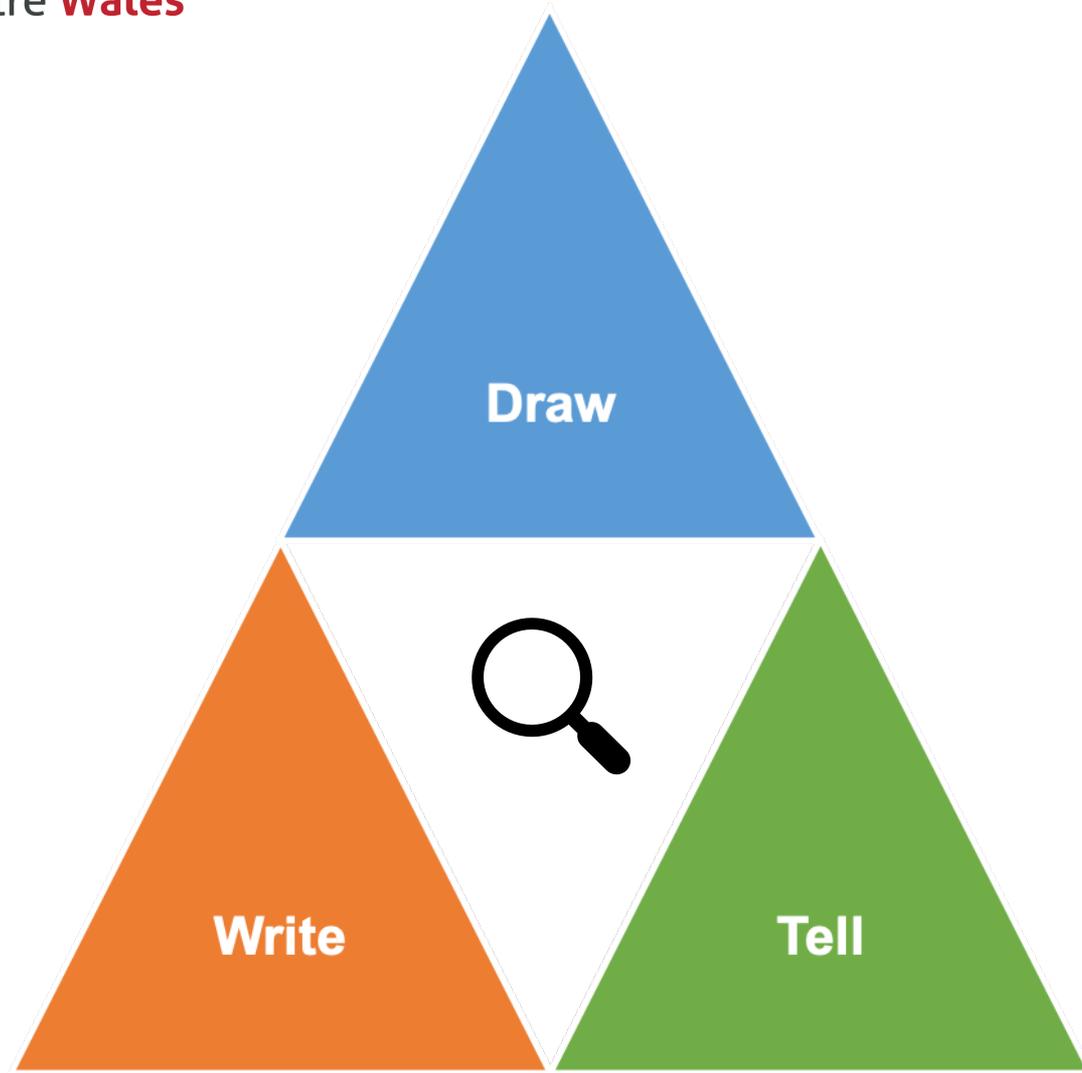
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- Creative research method
- Enables people to have a voice with minimal influence or bias
- Reduces power-imbances
- Commonly used with children
 - Can be used with other ages or populations though
 - Health, social care and education research
- Historic background as just ‘Draw and write’
 - Methodological criticism
- Can be used on it’s own, or as part of a suite of data collection methods



“Express their opinions and be listened to”





Figure 1 'Draw, write and tell' process taken from (Angell and Angell, 2013)

Example – The Learn About Burns Study

Feasibility study of a school based burns prevention and first-aid program

- **Six primary schools across the Cardiff Local Education Authority**
- **Intervention to increase knowledge, attitudes, self-efficacy and practice of burn safety and prevention and burns first aid**
- **Year 4 students (8/9 year olds)**
- **Focus groups (n=3) with students (n=19)**

Draw, Write and Tell used as the last activity of the focus group to explore how the children thought we could improve the intervention in the future

How do you think we can improve "Learn About Burns" for more children in the future?

Draw about it here...

Write about it here...

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Figure 1 – Draw, write and tell exercise sheet



Figure 2: Snapshot of Draw and Write Exercise (Group 1, Student 2)

'... All of this that we have done has made us work together really well and to help each other. So I think that is very fun and interesting for us...' Focus

Group 1, Student 2



Figure 3: Snapshot of Draw and Write Exercise (Group 3, Student 1)

'... Like pretend first aid. Like acting. You could pretend by going into partners or groups and say we could have these pretend burns and first aid boxes and then... and we could pretend the other person has a burn and we could do it ourselves. Solve their burn... Yeah we could have a role play to do and we could show everybody ourselves. We could show the class...' Focus Group 1, Student1

Strengths

- ✓ Children as active participants
- ✓ Helps to address power-imbalance
- ✓ Triangulation of data
- ✓ Children can choose how they participate and to what level

Weaknesses

- Assumption that children prefer creative methods
- Positive response bias
- Social and contextual influences

‘Adults who undertake research that involves children can perhaps never truly understand the world they are exploring,. However, it is hoped that ‘draw, write and tell’ might provide another ‘tool in the box’ with which to enable communication between children and researchers’.

Angell et al. 2015:26

References

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Using Life Grids and Pie Charts with Adolescents with Long-Term Conditions

Amber Jordan

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AIMS

- To explore narratives of South Wales based adolescents (aged 13 to 19 years) with long-term conditions (rheumatology, neurology, nephrology, endocrinology).
- To investigate perceived barriers to, and facilitators for, shared decision-making

(Jordan et al., 2019)

LIFE GRIDS

Participant driven data
Alter traditional interview dynamic
Assist building rapport
Facilitate recall

Counters tendency to focus on recent past
Can be completed by interview with participant guidance

(Wilson et al., 2007)

Year	Age	Doctor's Visits	SCHOOL	Epilepsy Events
2002	0			
2013	11	More seizures - Lamotrigine	Comprehensive School	diagnosed nocturnal epilepsy
2018	16	KEPPRA -Oxford	GCSEs	myoclonic seizures

"I've been on three different medications, so first they put me on the first one which was Lamotrigine, I'm still on that now, and then earlier this year, in March I think, they put me on a new one, called Keppra, and they were gonna do like so I'd have both of them, but then turn it into a crossover, so then I'd change onto it, but that had bad side-effects, and I wasn't happy with it, so I think last month I was put on a new one again"

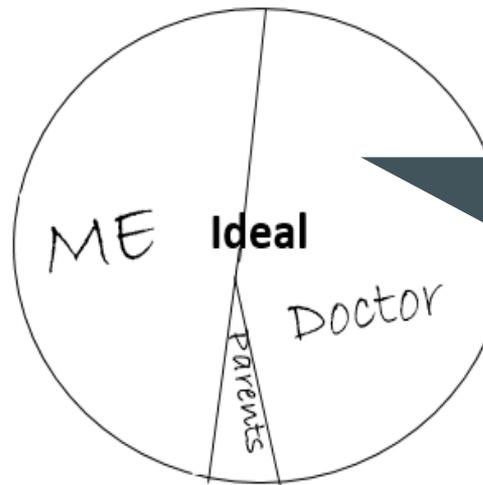
(Susie, aged 16 with epilepsy for 5 years)

PIE CHARTS

Allow for consideration of real vs ideal roles

Springboard for discussion

Referred back to throughout interview



“Maybe equal, maybe not my parents so much. I’m old enough now, like they don’t need a say, they did before but that should change. I should have a say, and understand why and what I’m taking, you know?”

(Susie)

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Jordan, A., Joseph-Williams, N., Edwards, A., Holland-Hart, D., & Wood, F. (2019). "I'd Like to Have More of a Say Because It's My Body": Adolescents' Perceptions Around Barriers and Facilitators to Shared Decision-Making. *Journal of Adolescent Health*, 65(5), 633-642.

Using timelines in women's health research

Dr Denitza Williams

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Visual methods- Timelines

Forming a visual chronological representation of significant life events

Participants are able to reflect on past, present and future living experiences

Particularly useful in illustrating narratives of individuals journeys and capturing meaning and context attached to specific events.

Person-centred approach to interviewing- move away from power imbalance

An example: STAR Family Study

Women's experiences of planning a family, being pregnant or having young children who have an autoimmune rheumatic disease (ARD) such as rheumatoid arthritis and lupus

Barriers associated with coming off medications to start a family-
Teratogenic medications- disease control benefits

Women with ARDs are:

- less likely to have children

- have fewer children

- have longer intervals between pregnancies

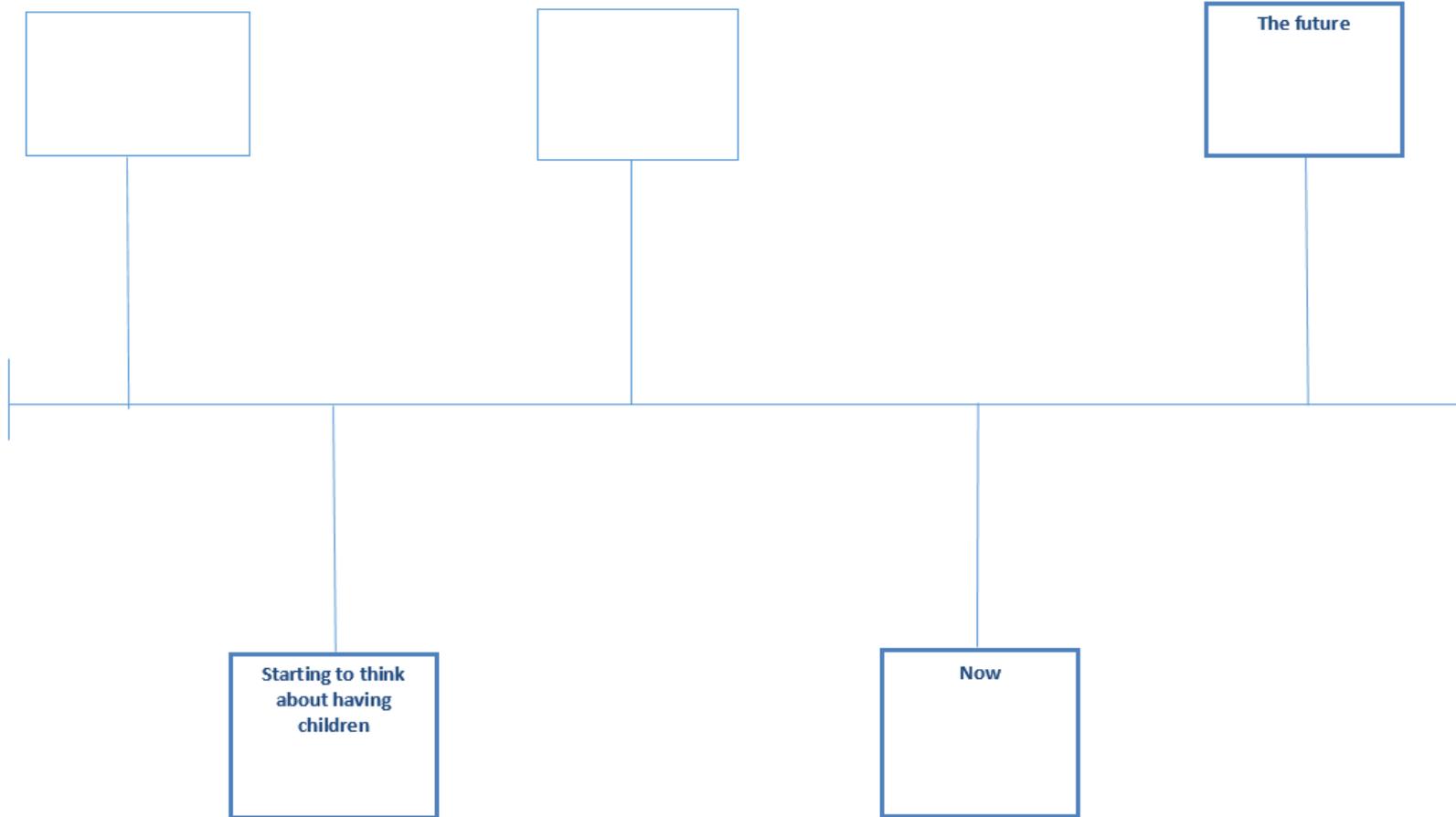
- more likely to need instrumental deliveries

Timelines in STAR Family study interviews (N=22)

Women's journey through pre-conception, pregnancy and parenting was anticipated to be evocative and poignant, causing potential distress.

Creating a timeline has been reported as cathartic:

- aiding reflection on positive as well as negative personal experiences by acting as a visual guide
- framing participants journeys and highlighting resilience in significant life events



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Interviews with Women: The Resource Pack



My STAR Study Interview: What to expect



Before we come to interview you, we would like you to understand what we would like to talk about, and for you to think about these issues.

The interviews are very informal. We would like you to tell us about your experiences in your own words. **You can choose what you would like to talk to us about.** Depending on your own personal situation, this might include things like:

- What it is like to plan a pregnancy when you have an auto-immune rheumatic disease
- Any care and support that you have received with starting a family
- Difficulty with getting pregnant, or losing a baby
- How your illness affected you during pregnancy
- How your illness affected you after your baby was born
- How things are for you now
- What you think about the future

You do not have to talk about anything that you don't want to. If there is anything you don't want to talk about, please let the researcher know before the interview or at any point during the interview. You are free to stop and end the interview at any point, without giving a reason.



Using the timeline



In some of our previous studies, participants have found it helpful to write some notes in advance, and then to talk through these notes with the researcher. We have enclosed a resource pack with some stationary and worksheets that you can use if you'd like to. **If you would prefer not to write anything down, that's also fine.**

Some women find a timeline useful for noting down some of the important things they'd like to tell us about. We have included a timeline template that you can fill in, which includes some blank boxes. You can write as little or as much as you like. You can also choose to create your own timeline without using the template.

You can use coloured pens or stickers to represent how you were feeling at certain points. You could also focus on how your auto-immune disease affected you at different times. If you would like to do this, you could use this key:

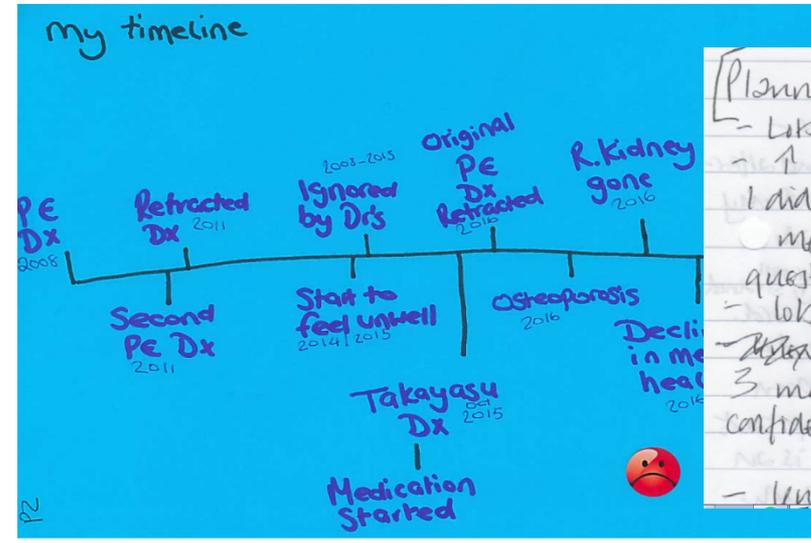
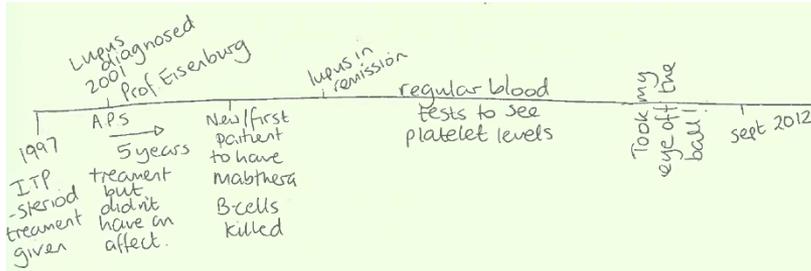
- Pain - red
- Tired – orange
- Mobility problems – blue
- Feeling sick or nausea – yellow
- Medication – green
- Healthcare support – purple
- Informal support from family and friends - pink

If you wish to use any other colours to represent different feelings, experiences and emotions, feel free to use colouring pens or pencils, but please include a key at the top.

If you have any questions about preparing for your interview, please do not hesitate to contact Denitza on 029 20687809 or at STARfamilystudy@cardiff.ac.uk

Diagnosis

- useful to explain myself
- getting on the right medication to improve symptoms
- important in getting my husband on board.
- important in so many ways.



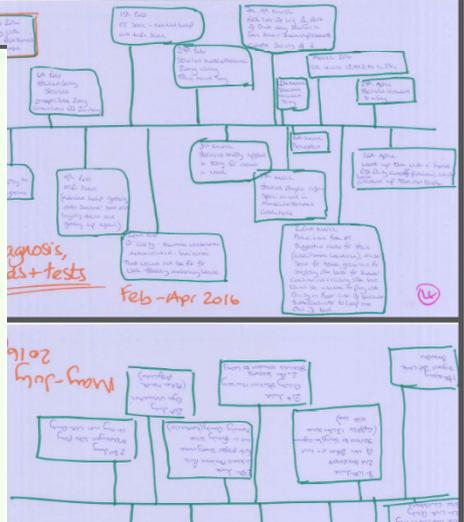
Healthcare Support

Poor Support. mental health declining
In terms of family planning - largely ignored. Unless you bring it up, Drs wont. (osteo suggestion)
choice being taken away
Prof Mason - most useful.
Poor mental health support - impact on everything else

Dismissed as Paranoid, Stressed, anxious and unfit

Informal Support

Rely on friends. find it difficult to talk to family. Apart from Nan - Aunt has RA - thought she'd be useful but not so much.



Planning - less spontaneous but no less exciting
- Lots of steroids!
- ↑ in disease activity but difficult to manage
- I didn't let anybody but my husband know - difficult to answer questions about why I was so ill!
- lots of help from rheumatology - v. positive experience - only managed 3 month withdrawal but they were confident & I felt I could trust them
- Unwell. I was account before tasks

Wanted to have baby removed surgically under anaesthetic.
L New back on mycoprene. Hoping to take for 6 months + then start trying in 9 months. Labnormal smears ~~at all~~ had to have surgery.
L Key is for me to be as healthy as possible before preg but I am worried I am losing wasting time.
L Reading a lot about miscarriages in lupus - v. worried I am delaying preg for no reason.
L During 12 weeks of preg, I was not well at all, felt awful - consistent nausea (although not sick), bad headaches, breathlessness was unbearable.
L I only miscarried 4 weeks ago so not really great, struggling to be positive about the future. We made career/life decisions around babies, scary to think it might not happen.

Timelines in telephone interviews

- Hard to reach group, widely geographically dispersed across the U.K.
- Traditionally, visual methods used in face-to-face interviews as co-production methods.
- Used to frame interview, emphasising women in control, take lead, jumping straight in.
- At end of interview when visual artefact was created we requested a copy of it sent by picture message, scan, post.
- No timelines were returned- women retained ownership of timeline data

In conclusion

- Timelines:
 - Facilitated interviewee control
 - Elicited rich and sensitive narratives
 - Flexible method
 - Can be used in both face-to-face and telephone interviews
 - Can also be used with Healthcare professionals to summarise discussion as well as stakeholder events to facilitate interaction and group work.

References/Further reading

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LEGO® SERIOUS PLAY® as a participatory method

Dr Becki Law, Bangor University

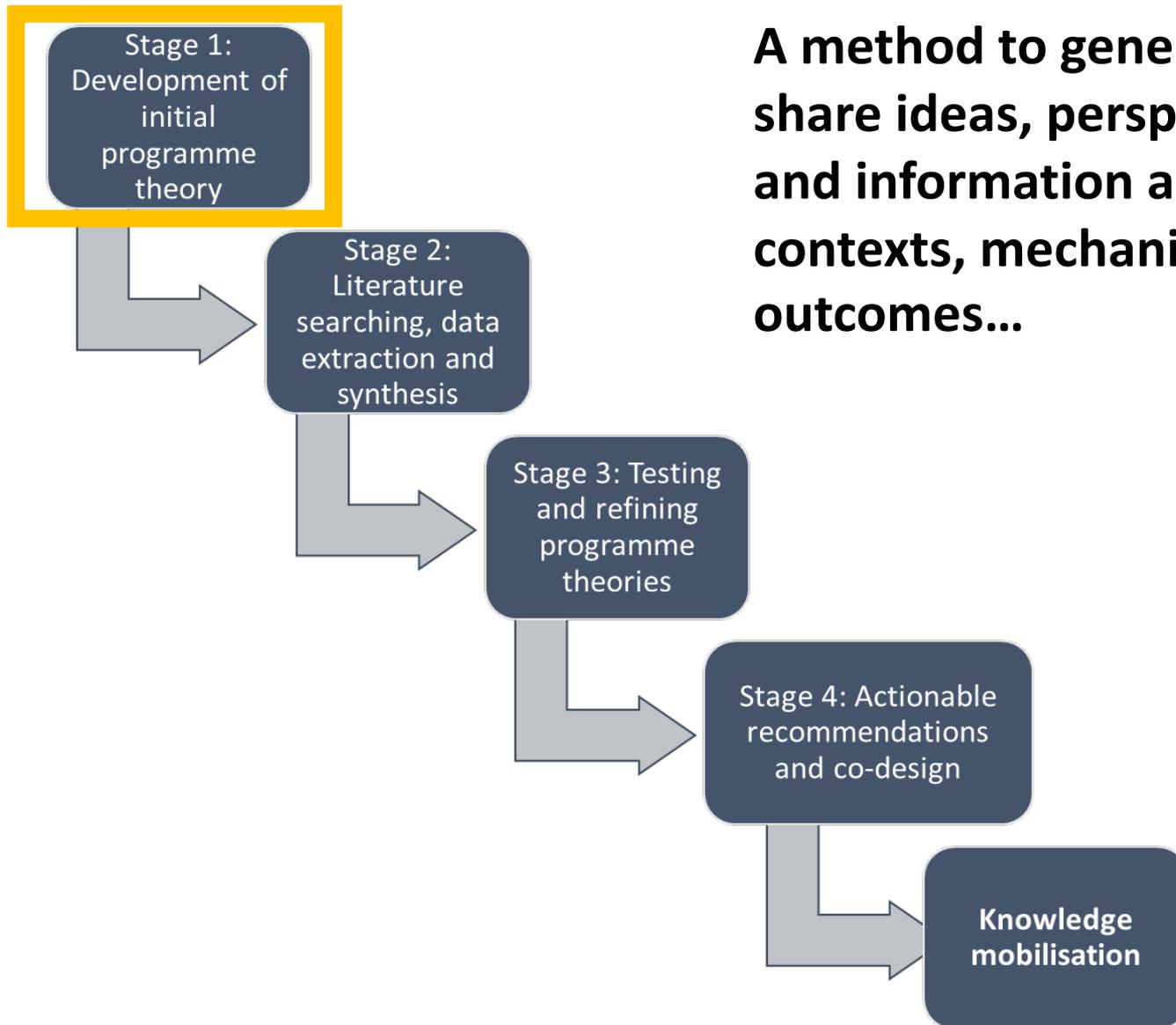


‘Function First’ – Be Active, Stay Independent

The role of primary care in reducing the decline in physical function and physical activity in people with long-term conditions; what works, for whom and in what circumstances? A realist synthesis of evidence.

Study team: Dr Becki Law and Professor Nefyn Williams (co-PIs), Professor Christopher Burton, Dr Beth Hall, Dr Julia Hiscock, Dr Joseph Langley, Professor Andrew Lemmey, Ms Candida Lovell-Smith (PPI), Mr John Galladers (PPI) Professor Valerie Morrison, Dr Rebecca Partridge, Dr Lynne Williams

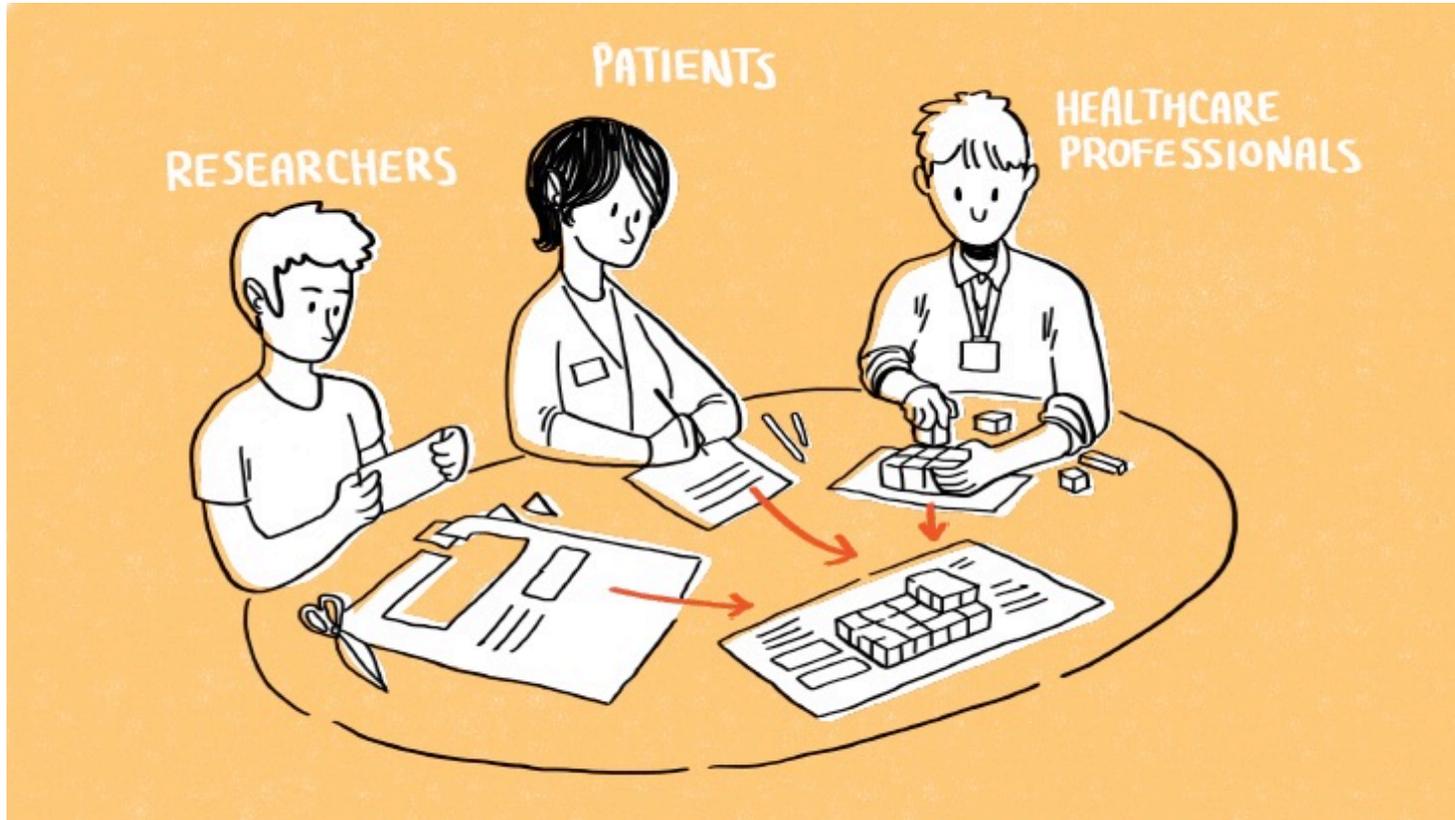
Study funding: This project was funded by the NIHR Health Services and Delivery Research (17/45/22)



LEGO® SERIOUS PLAY®

A method to generate and share ideas, perspectives, and information about contexts, mechanisms, outcomes...

Facilitating co-production and co-design



Langley, J., Wolstenholme, D. & Cooke, J. 'Collective making' as knowledge mobilisation: the contribution of participatory design in the co-creation of knowledge in healthcare. *BMC Health Serv Res* **18**, 585 (2018) doi:10.1186/s12913-018-3397-y

Reflections...

- How is it different to a focus group?
- Ethical considerations
- Use with different participant groups
- Analysis
- Credibility



NHS managers' use of nursing workforce planning and deployment technologies: a realist synthesis

Health Services and Delivery Research, No. 6.36

Christopher R Burton, Jo Rycroft-Malone, Lynne Williams, Siân Davies, Anne McBride, Beth Hall, Anne-Marie Rowlands, Adrian Jones, Denise Fisher, Margaret Jones, and Maria Caulfield.

► [Author Information](#)

Southampton (UK): [NIHR Journals Library](#); 2018 Nov.



Brief Q and A



Your turn!

Work with a partner.

Decide which method you want to try

Decide on a research topic.

Interview each other for 15 mins and then swap over

Use a different method / topic the second time.

Chose a **method**

Draw, write and tell

Life grids and pie charts

Time-lines

Lego Serious Play

Chose a **topic** that you are both comfortable with or use one suggested.

Your career over time

How you make decisions within the family (e.g. holidays, school choice, buying a car)

What does being active mean to you?