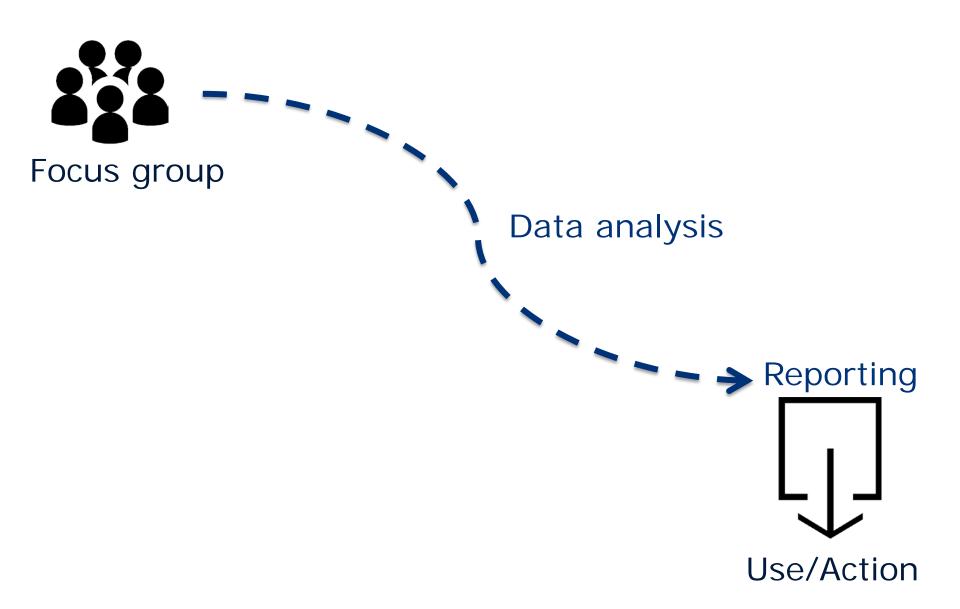
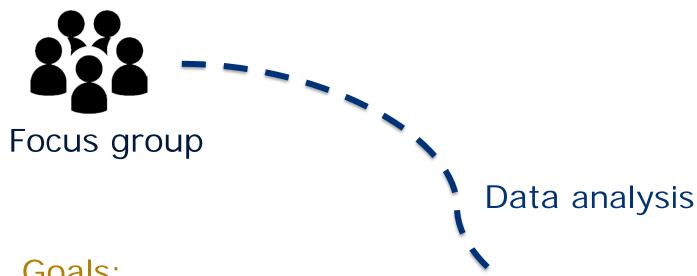


Making Focus Group Data Actionable: Strategies for Reporting

Stuart Henderson, PhD
Julie Rainwater, PhD
UC Davis Schools of Health
Evaluation Program

American Evaluation Association 2014 Annual Meeting October 18, 2014





Goals:

- 1) Encourage you to think about how you present focus group data
- 2) Explore ways to make focus group information actionable



Reporting Use/Action

- 3 Criteria
 - 1. Comprehensive
 - 2. Informative

3. Actionable

I. Text-focused reporting

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Image: Tonya Ashe (flickr)

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Example 1: Raw transcript

JF: 'I didn't think I was having a heart attack because it was my arm.'

DS: 'But certainly before I had a heart attack, I thought Oh my God a heart attack that would be horrendous, you know but having one well I don't know, I really didn't feel anything. I wasn't in a great deal of pain.'

EM: 'And they kept saying have you got pain and I said no and they said you must have pain. I said but I haven't. You haven't got it in your arm or your chest. I said no.'

JG: 'Well with the trauma of my father dying a week after I came out of hospital and the problems we have had has made it a difficult time. I have found it more stressful.'

KZ: 'I don't believe I've had a heart attack, I still find it very difficult to understand, but the tests showed I did so that's it.'

Example 1: Raw transcript

JF: 'I didn't think was my arm.'

Participant 1 attack because it

DS: 'But certainly before I had a heart attack, I thought Oh my God a heart a Participant 2 prrendous, you know but having one well I don't know, I really didn't feel anything. I wasn't in a great deal of pain.'

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JG: 'Well with the tauma of my father dying a week after I came out of hosp Participant 4 we have had has made it a difficult time. I have found it more stressful.'

KZ: 'I don't believe that's it.'

Participant 5 tack, I still find it so that's it.'

Comprehensive
 Informative
 Actionable

Example 2: Analysis into themes

Bridges and Barriers to Trust

In all focus groups, participants discussed a variety of factors that either fostered or impeded the development of trust and a positive working relationship with providers. A lack of confidentiality was noted as one such factor. Respondents raised concerns about providers using information discussed against them.

As stated by one respondent:

Whether the clinician is Black or White – it don't matter which color he is – first you have to trust. And then you still won't come clean because of what they put down in your record. Whatever you say, they hold against you. So now you have to think, I want to talk to this guy, but some things that I say he is going to hold it against me.

From Culture and Behavioral Health Service Delivery: An Analysis of Focus Group Findings, a 2009 report by the DMHAS Office of Multicultural Affairs and Yale University Program for Recovery and Community Health

Example 2: Analysis into themes

Theme 1

Bridges and Barriers to Trust

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Comprehensive
 Informative
 Actionable

Example 3: Themes connected to action

THEMES

Program Communication

Both PhD and MS students reported saying that program communication is "very good." They said that there have been some changes in staffing and now they are not always sure who to contact with their questions.

Additional information here might also include specific quotes from the focus group; counter evidence. Additional information here might also include specific quotes from the focus group; counter evidence.

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POTENTIAL ACTION ITEMS

The students had several suggestions for improving program communication, for example, including receiving a list of updated staff list (with photos) with responsibilities.

Other suggestions can be included in this section as appropriate. Other suggestions can be included in this section as appropriate. Other suggestions can be included in this section as appropriate. Other suggestions can be included in this section as appropriate. Other suggestions can be included in this section as appropriate.

Action taken:

Example 3: Themes connected to action

THEMES

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Theme 1

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Program Communication

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Action taken:

Comprehensive
 Informative
 Actionable

II. Visual-focused reporting



Image: Jeff Oliver (Flick

Example 5: Multiple focus groups and themes

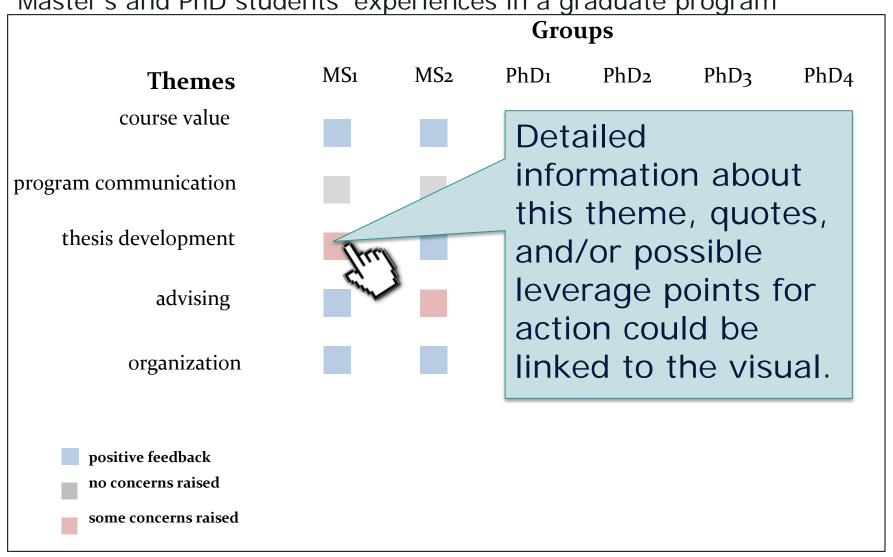
Master's and PhD students' experiences in a graduate program

	Groups					
Themes	MSı	MS ₂	PhD1	PhD2	PhD ₃	PhD ₄
course value						
program communication						
thesis development						
advising						
organization						
positive feedback no concerns raised						
some concerns raised						

Comprehensive
 Informative
 Actionable

Example 5: Multiple focus groups and themes

Master's and PhD students' experiences in a graduate program



Comprehensive
 Informative
 Actionable

UTCOME

Sita A

Example 6a: Focus Group of 3 sites

Cita C

Outcomes of after-school intervention for children

	Site A	Site B	Site C
OOICOMES		Increased self-confidence	
		Decreased nervousness	
	Increased respect		Increased respect
	Decreased violence	e and aggression	
		More	focus
		Improved social skills	
		Language skills	
		More positive outlook	

Cita R

Example adapted with permission from Edgework Consulting. www.edworkconsulting.com

OUTCOMES

Outcomes of after-school intervention for children

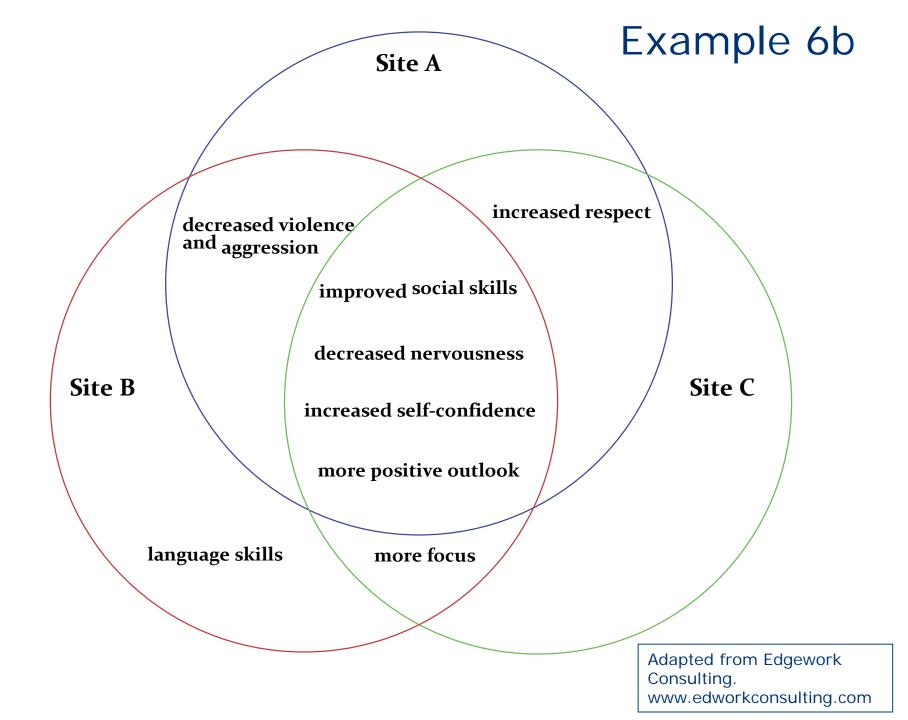
Site A	Site B	Site C
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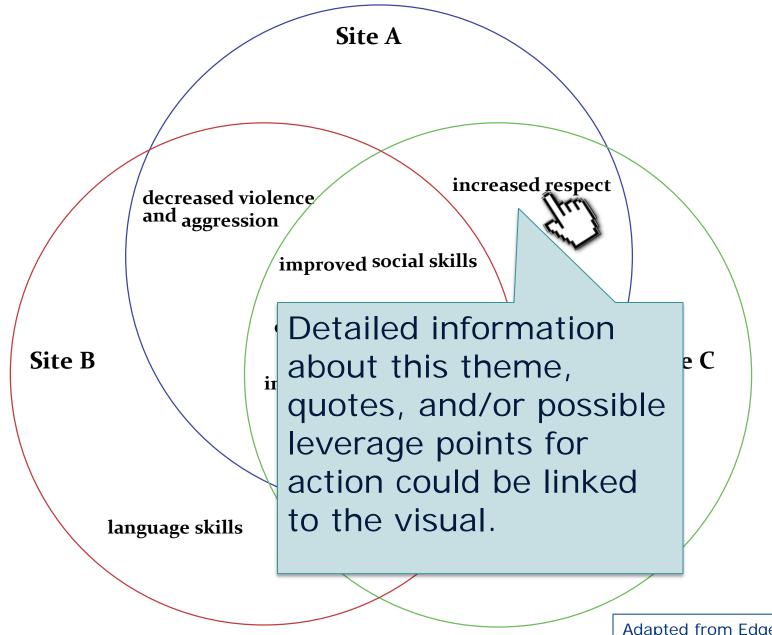
	Increased self-confidence	
	Decreased nervousness	
Increased respect		Increased respect
Decreased violence	e and aggression	
	More	focus
	Improved social skills	
	Language skills	
	More positive outlook	

Now my child tries to solve his problems without violence and slows down before making any problems

They learned many skills for resolving their problems...how to deal with their family members and ^{community}, and how to deal with harassment and conflict

In the past when he was angry or nervous he would break things, but now there is no breaking or beating

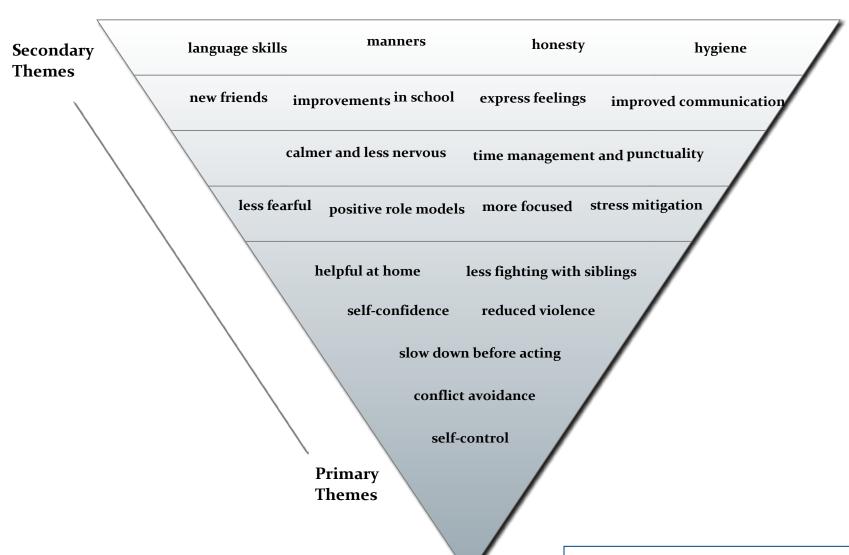




Adapted from Edgework Consulting. www.edworkconsulting.com

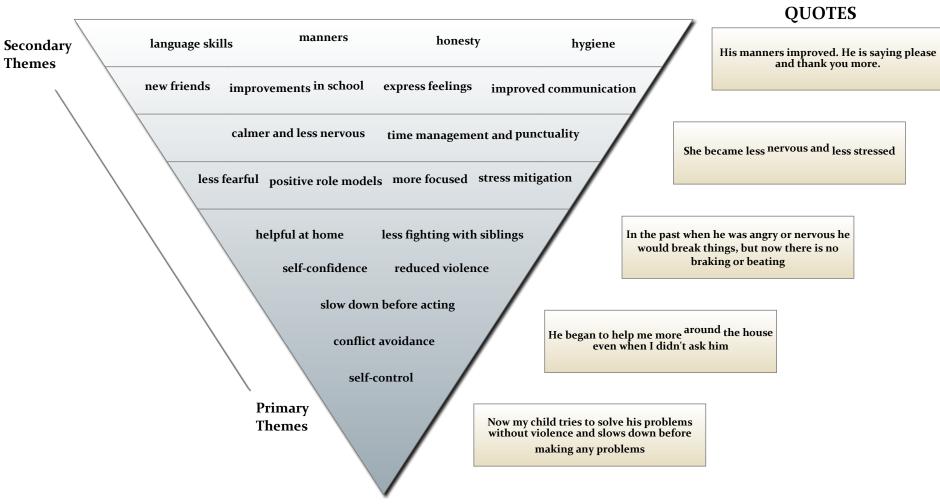
Example 6c

Focus Group Themes



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Focus Group Themes



1. Comprehensive

varies

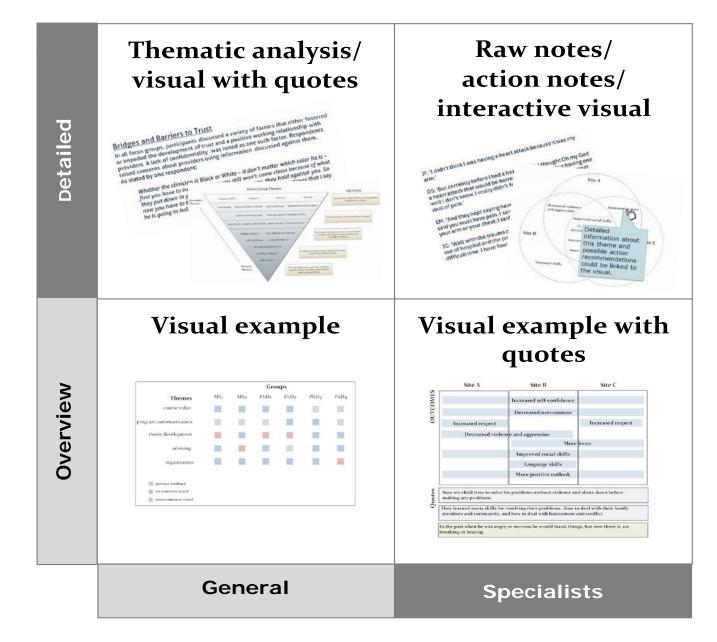
2. Informative

varies

3. Actionable

varies

Comprehensive varies
 Context
 Audience



Audience



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Slides available in AEA public elibrary

References:

Edgework Consulting. "Visual Approaches to Presenting Focus Group Data: A Short Guidebook." www.edworkconsulting.com

Contact:

Stuart Henderson stuart.henderson@ucdmc.ucdavis.edu