UCDAVIS HEALTH SYSTEM

Making Focus Group Data Actionable: Strategies for Reporting

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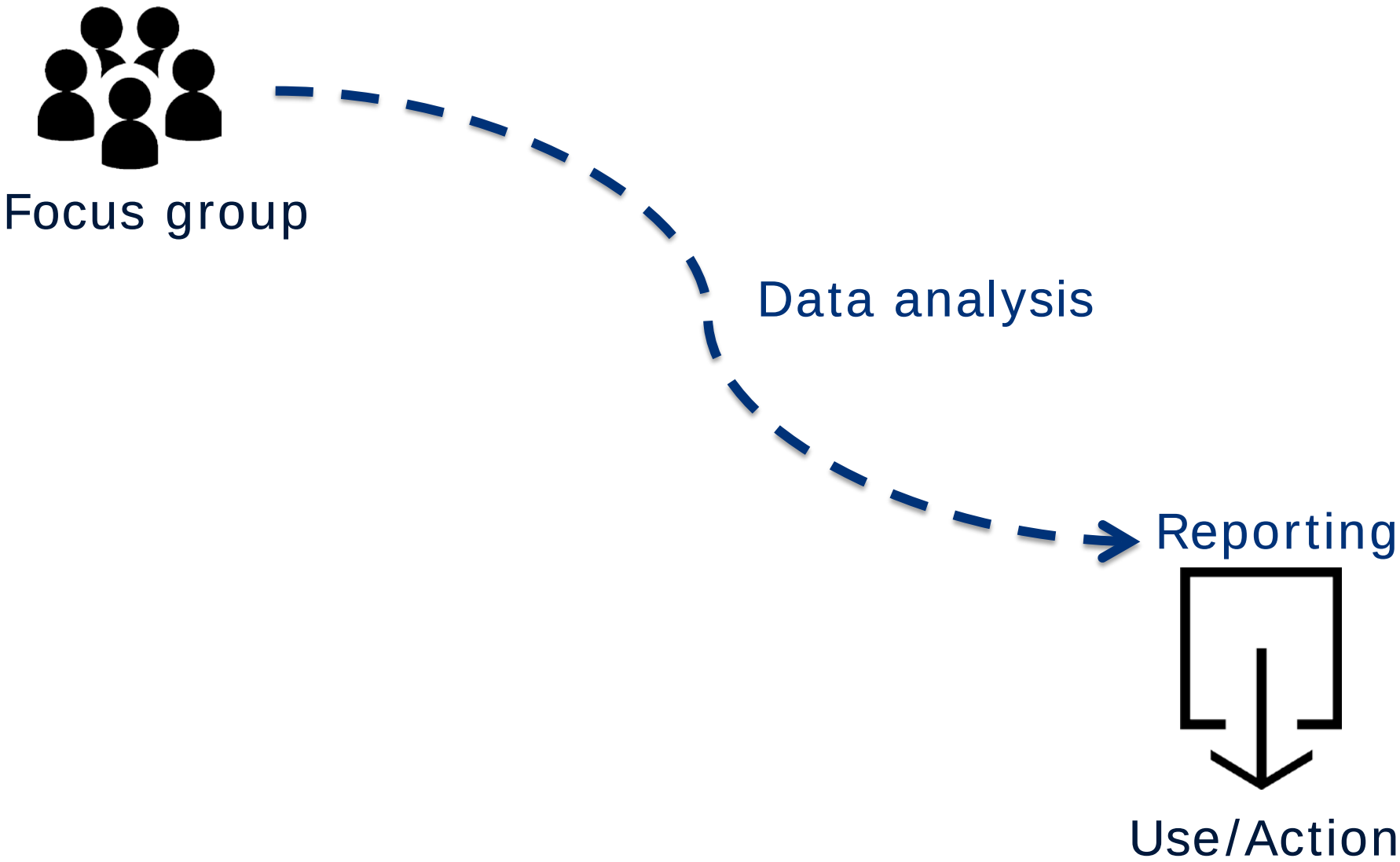
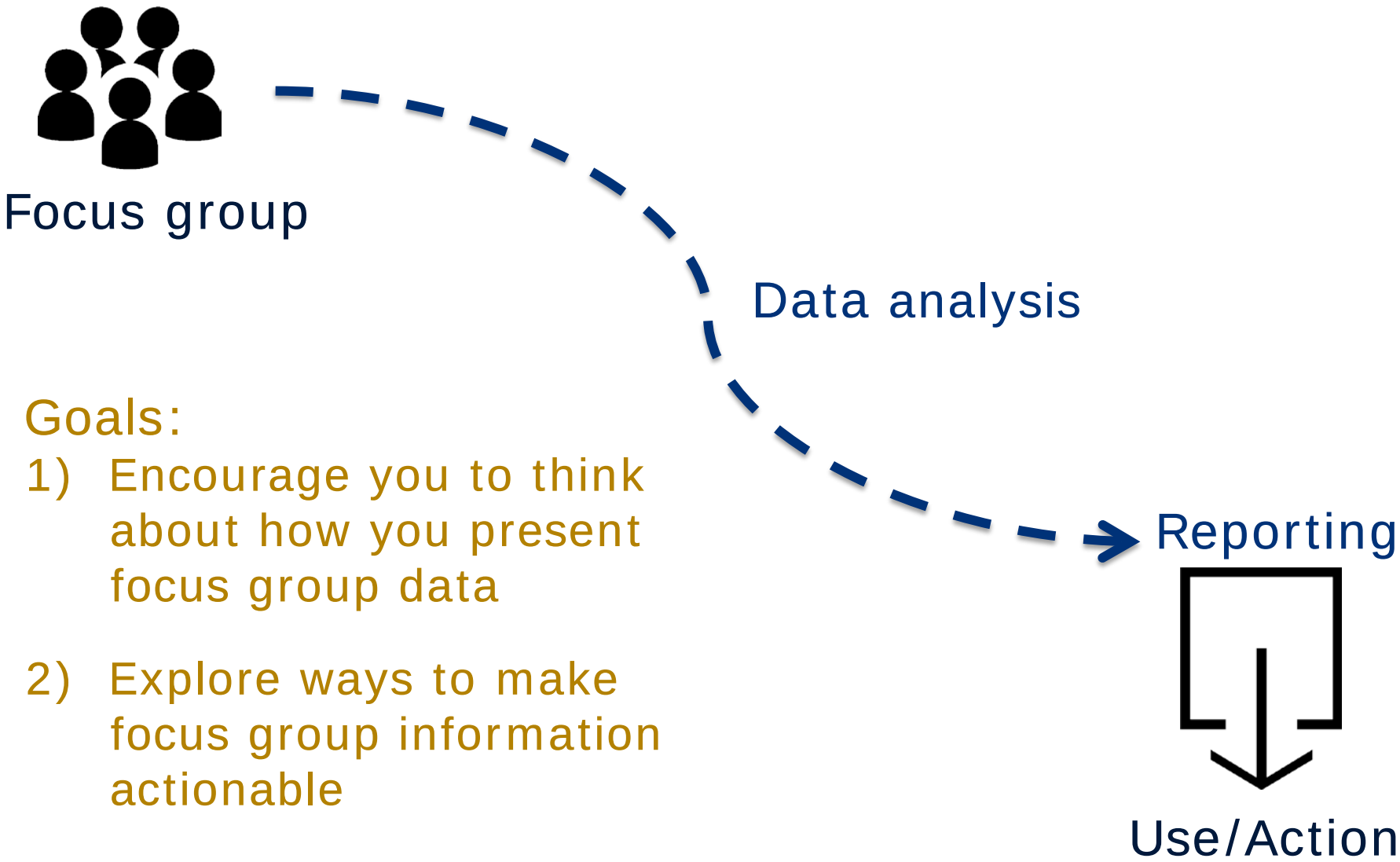

Focus group
Data analysis
Reporting
Use/Action

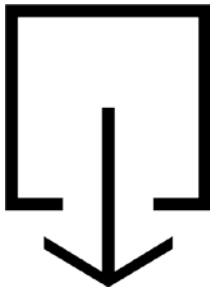


Goals:

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

Image: Tonya Ashe (flickr)

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.’

From Rabiee, F. (2004). Focus-group interview and data analysis

Example 1: Raw transcript

JF: ‘I didn’t think attack because it was my arm.’

Participant 1

DS: ‘But certainly before I had a heart attack, I thought Oh my God a heart orrendous, 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.’

Participant 2

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

Participant 3

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

Participant 4

KZ: ‘I don’t believe I’ve had a heart attack, I still find it very difficult to u sts showed I did so that’s it.’

Participant 5

From Rabiee, F. (2004). Focus-group interview and data analysis

1. Comprehensive

2. Informative

3. 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

Explanation of theme

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Illustrative quote

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1. Comprehensive

2. Informative

3. Actionable

Example 3: Themes connected to action

THEMES	POTENTIAL ACTION ITEMS
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. 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. 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.	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:

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	n taken:

Theme 1

Explanation of theme

Illustrative quote

Suggested action

Example 3: Themes connected to action

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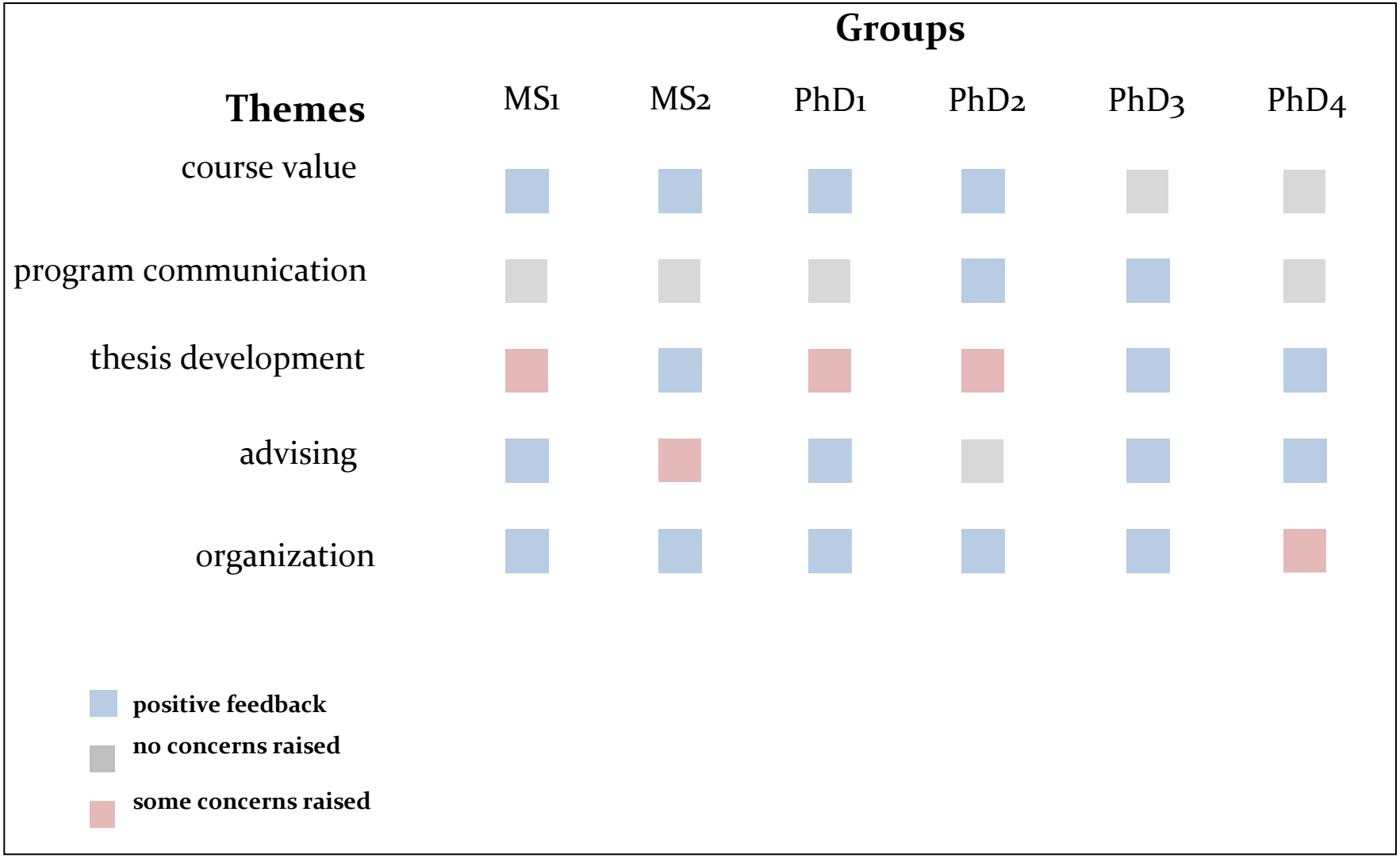
II. Visual-focused reporting

Image: Jeff Oliver (Flick

Example 5: Multiple focus groups and themes

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



1. Comprehensive

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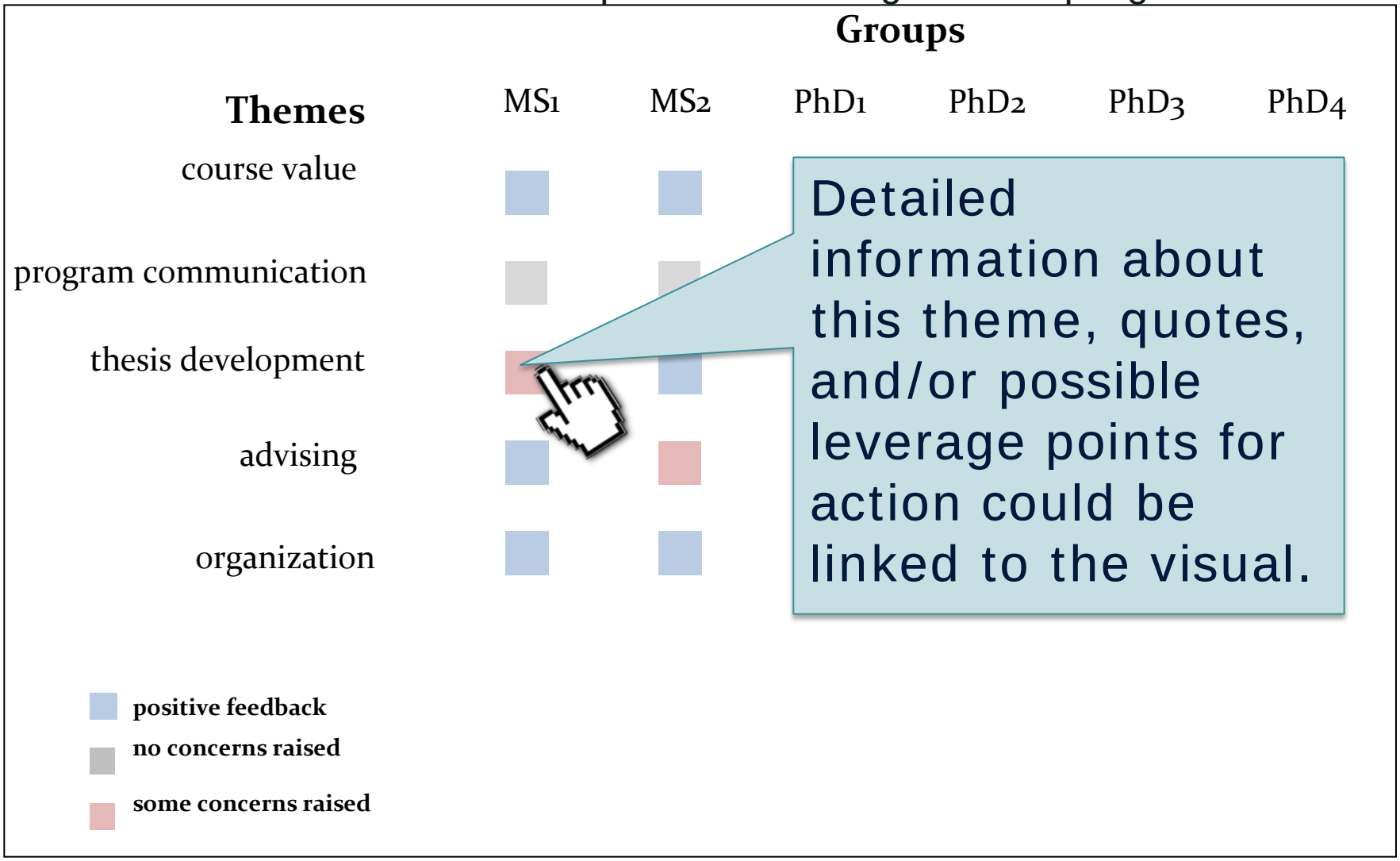
Example 5: Multiple focus groups and themes

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



1. Comprehensive

2. Informative

3. Actionable

Example 6a: Focus Group of 3 sites

Outcomes of after-school intervention for children

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

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

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		More focus	
		Improved social skills	
		Language skills	
		More positive outlook	

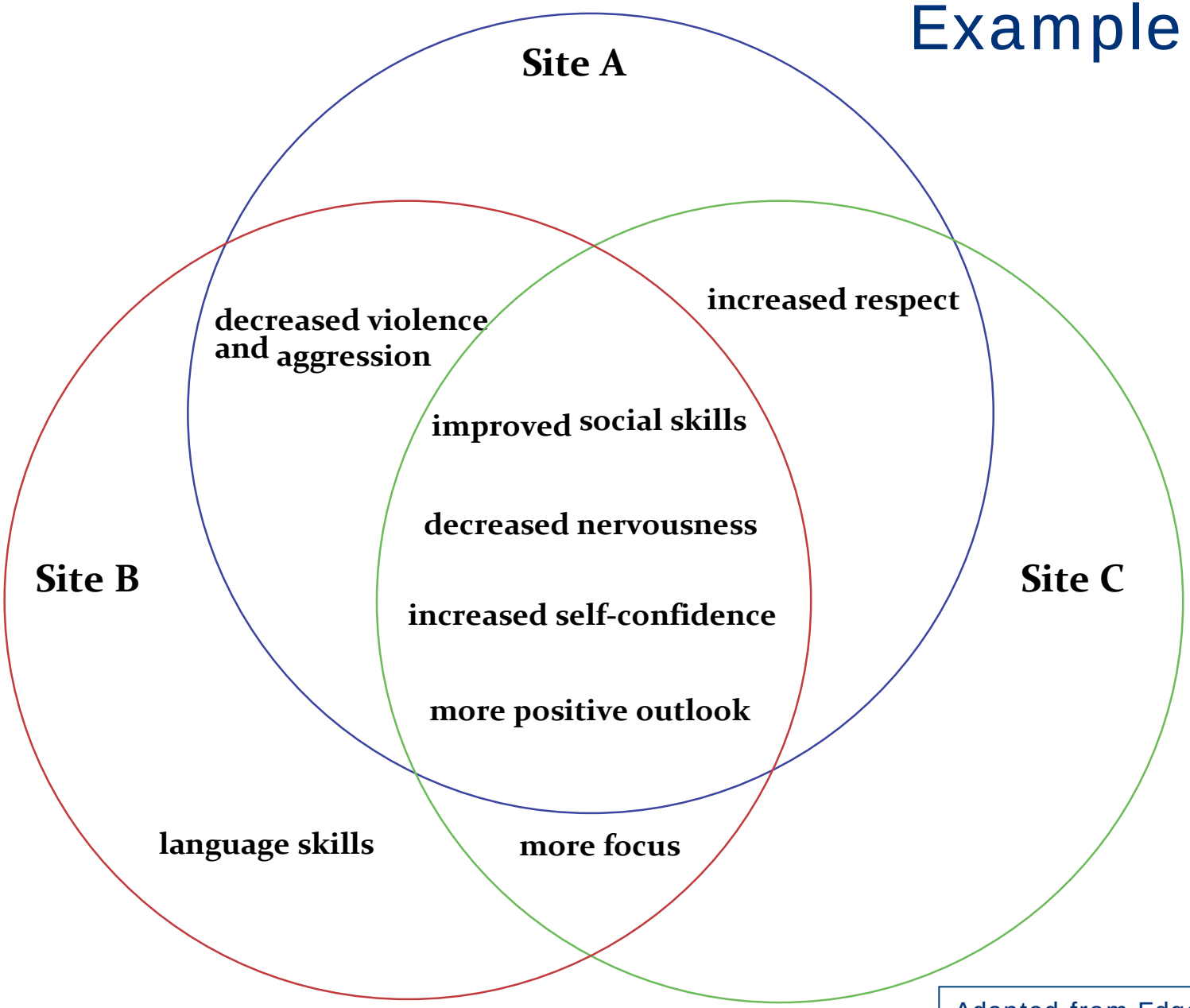
Quotes

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

Example 6b



Adapted from Edgework Consulting.
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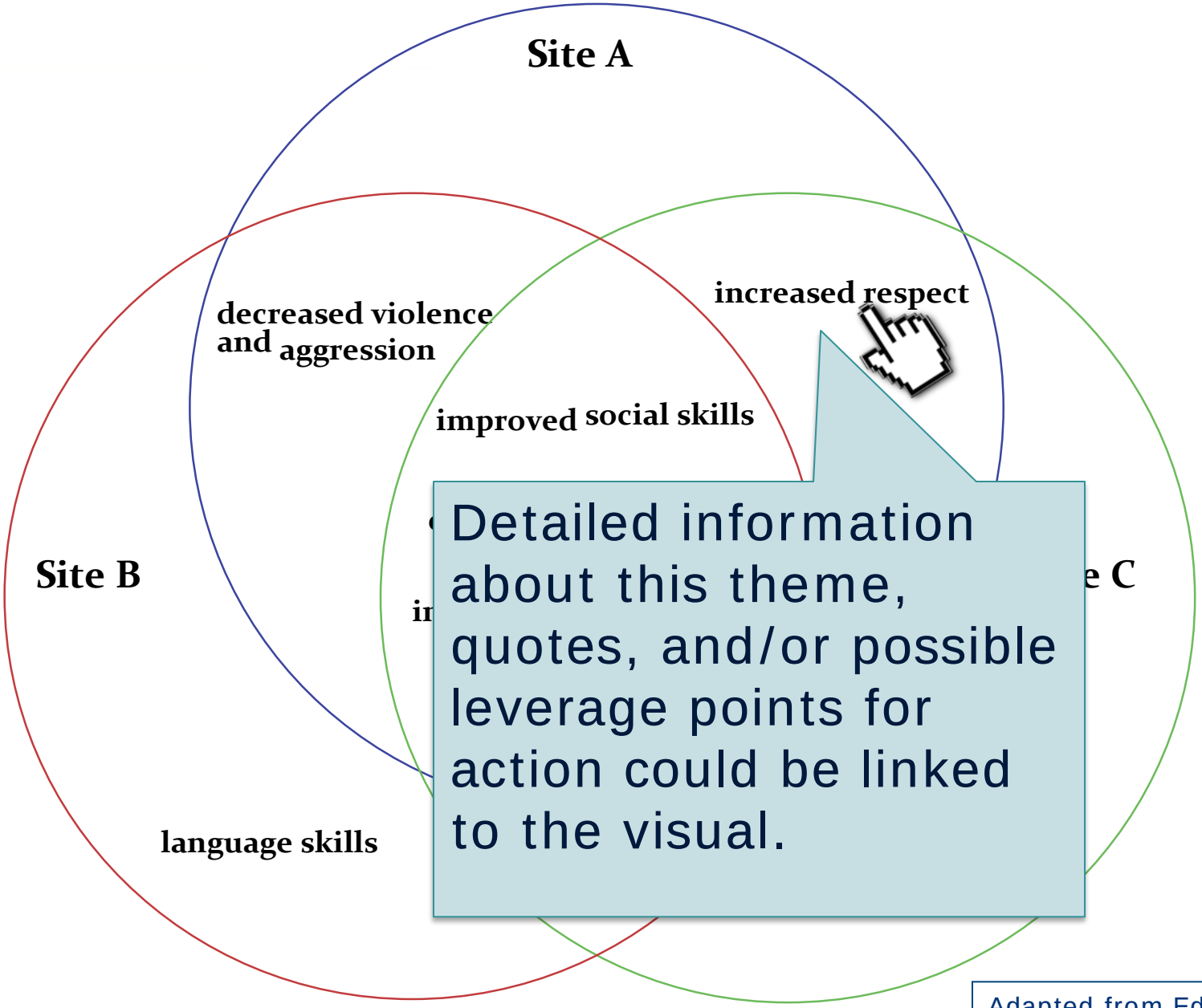
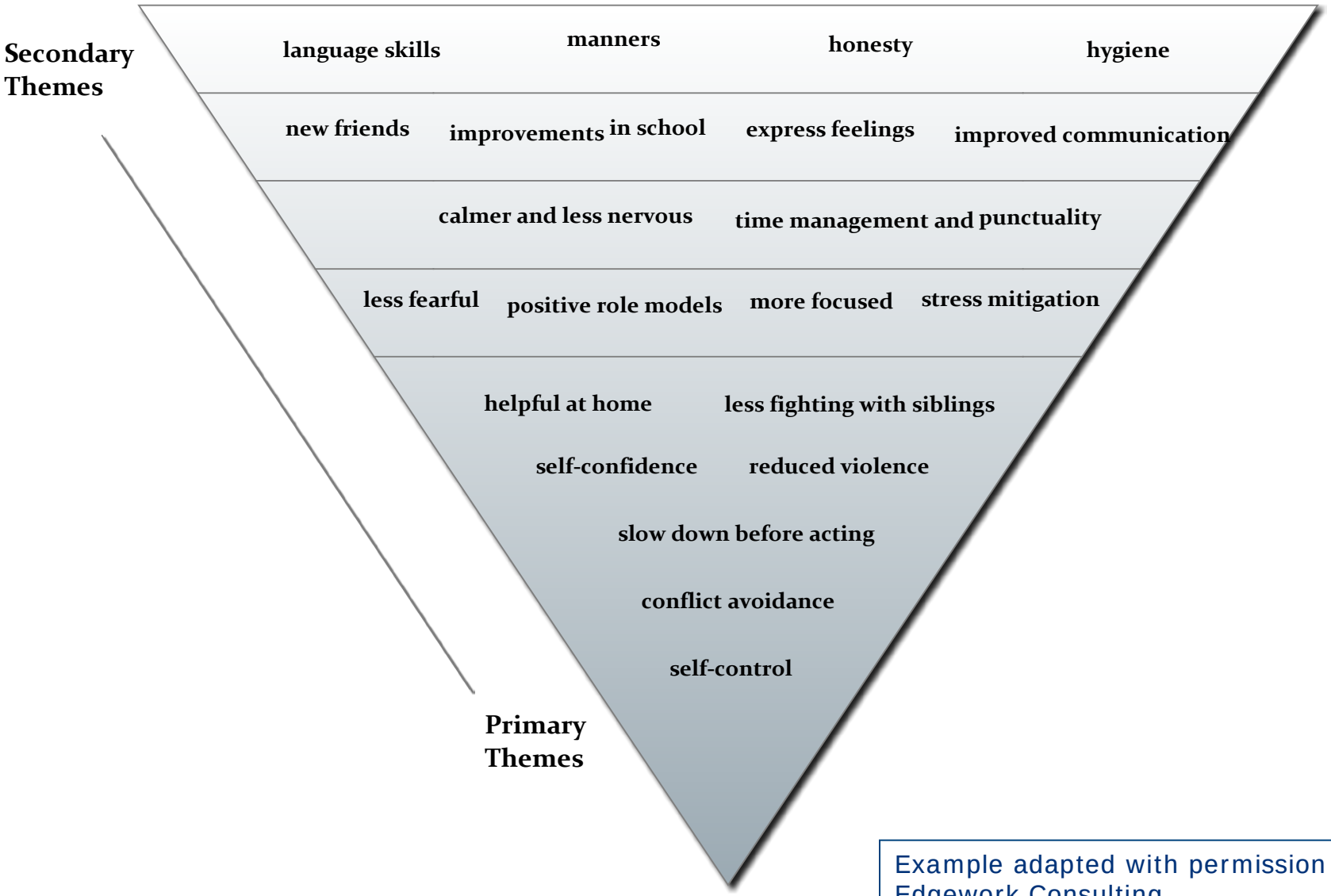


Detailed information about this theme, quotes, and/or possible leverage points for action could be linked to the visual.

Adapted from Edgework Consulting.
www.edworkconsulting.com

Example 6c

Focus Group Themes



Example adapted with permission from Edgework Consulting.
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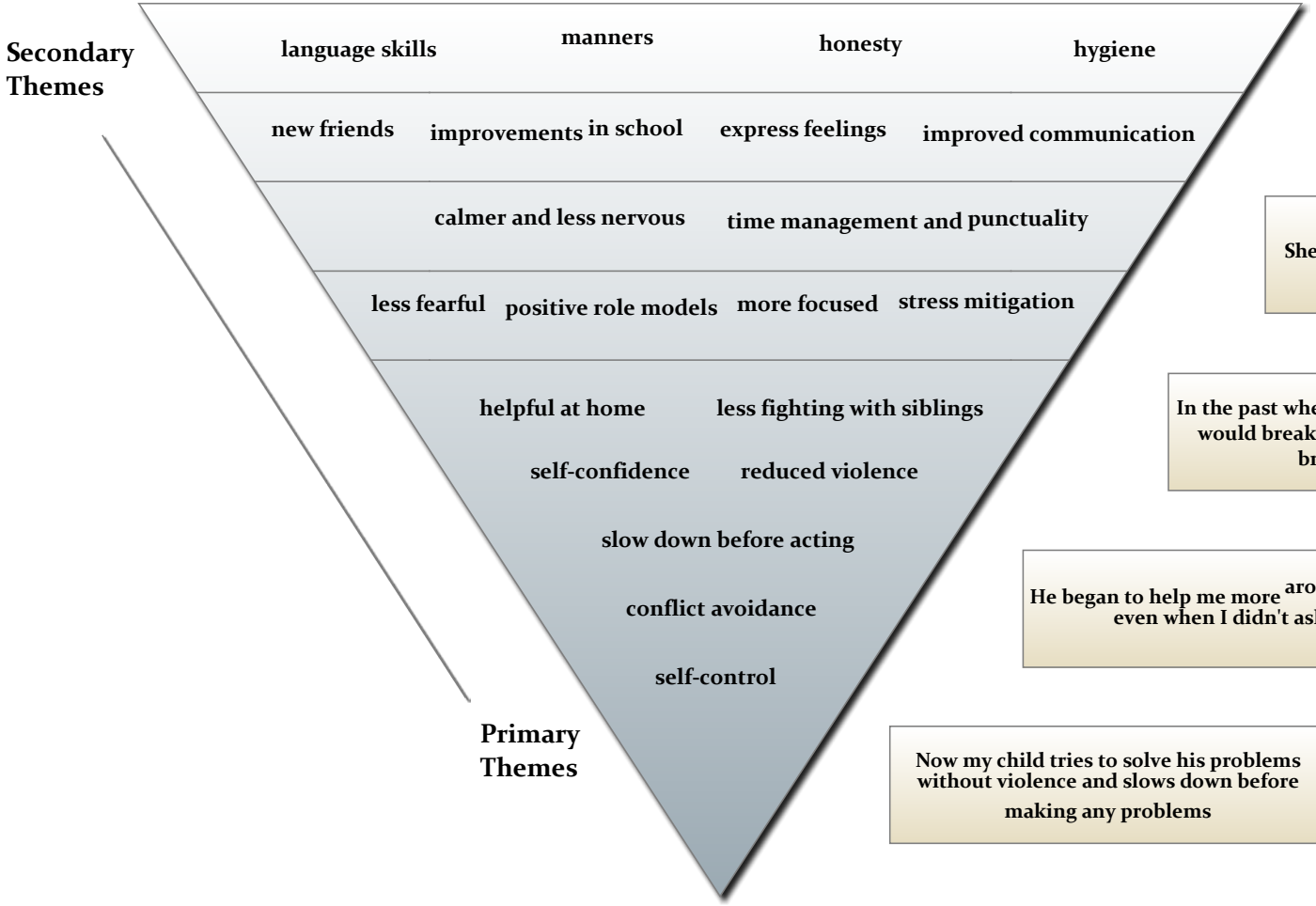
Focus Group Themes



QUOTES

His manners improved. He is saying please and thank you more.

She became less nervous and less stressed

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

He began to help me more around the house even when I didn't ask him

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

1. Comprehensive — varies

2. Informative — varies

3. Actionable — varies

1. Comprehensive

2. I

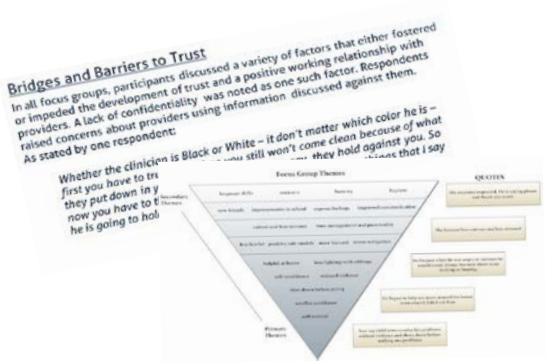
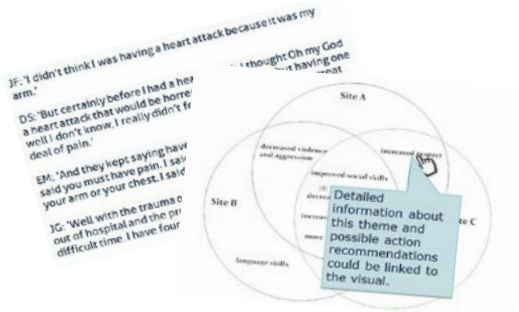
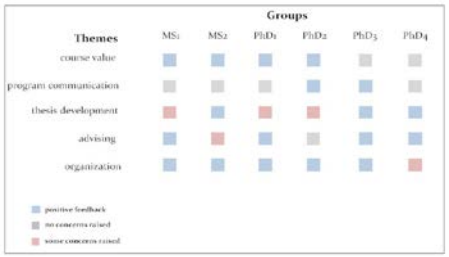
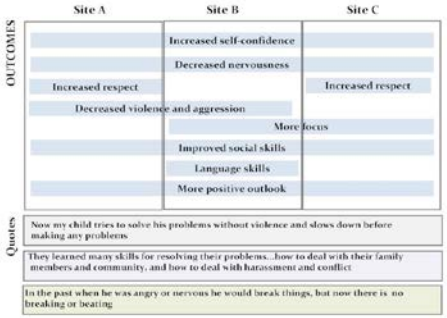
3. A

Context

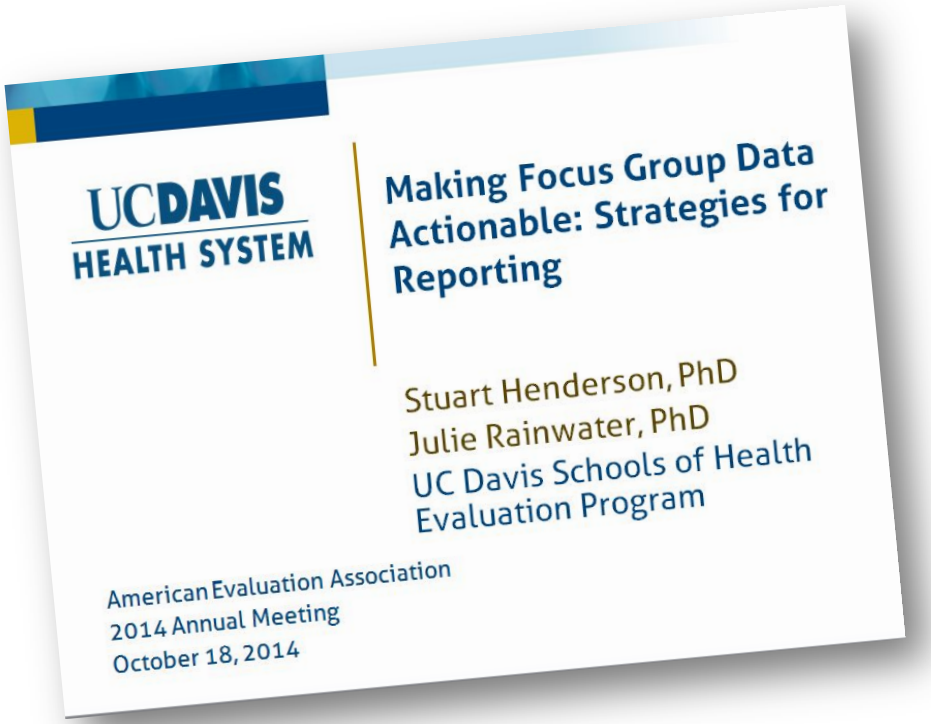
varies

Audience

Information

	General	Specialists
Detailed	**Thematic analysis/ visual with quotes** 	**Raw notes/ action notes/ interactive visual** 
Overview	**Visual example** 	**Visual example with quotes** 

Audience



Slides available in AEA public elibrary

References:

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

Contact:

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