WRITING QUALITATIVE METHODOLOGY AND RESULTS

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GROW Dissertation Boot Camp – February 15, 2020
Agenda

◦ Introductions
◦ Writing up a method section
◦ Writing up results
◦ Common mistakes
◦ Questions/discussion
What Goes into a Method Section?

◦ Describe research tradition
◦ Describe recruitment procedure and eligible participants
◦ Provide demographic information
◦ Outline procedure for study
◦ Describe researcher bias and research team (e.g., positionality)
◦ Describe instruments (e.g., semistructured interviews, researcher as instrument)
◦ Describe data collection
◦ Describe data analysis
◦ Describe standards for and strategies of trustworthiness

(Hays & Singh, 2012)
Research Tradition

- Identify the qualitative approach
  - Be specific
- Provide justification for why this is the best approach
  - Could reference the “gaps in literature” in previous chapter
- Segues into research question
  - Make sure your research question is aligned with appropriate methodology
Participants

- Who are THEY?
- Describe the sampling and recruitment method
- Describe participant characteristics and demographic information
  - May want to include this in chart form as well
- Provide justification for the number of participants
<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Job Title</th>
<th>Experience</th>
<th>Counseling Degree Concentration(s)</th>
<th>Sport Caseload</th>
<th>College Athletic Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stewart</td>
<td>Learning Assistant</td>
<td>2 years</td>
<td>Addictions, Clinical Mental Health</td>
<td>8 teams</td>
<td>No</td>
</tr>
<tr>
<td>Katherine</td>
<td>Assistant Director, Student-Athlete Support Services</td>
<td>10 years</td>
<td>Higher Education</td>
<td>4 teams</td>
<td>Yes</td>
</tr>
<tr>
<td>Mark</td>
<td>Assistant Athletic Director for Academics</td>
<td>13 years</td>
<td>Mental Health</td>
<td>13 teams</td>
<td>No</td>
</tr>
<tr>
<td>Jana</td>
<td>Academic Advisor</td>
<td>4 years</td>
<td>School Counseling</td>
<td>4 teams</td>
<td>Yes</td>
</tr>
<tr>
<td>Shannon</td>
<td>Associate Professor, Counselor-Student-Athlete Support Program Coordinator</td>
<td>13 years</td>
<td>Marriage and Family Therapy</td>
<td>11 teams</td>
<td>Yes</td>
</tr>
<tr>
<td>Darcy</td>
<td>Athletic Academic Counselor</td>
<td>4 years</td>
<td>School Counseling</td>
<td>4 teams</td>
<td>Yes</td>
</tr>
<tr>
<td>Patrick</td>
<td>Student Success Coach</td>
<td>6 years</td>
<td>Student Affairs</td>
<td>8 teams</td>
<td>No</td>
</tr>
<tr>
<td>Laura</td>
<td>Student-Athlete Development Specialist</td>
<td>2 years</td>
<td>College Student Personnel</td>
<td>3 teams</td>
<td>Yes</td>
</tr>
<tr>
<td>Ashley</td>
<td>Associate Director of Student-Athlete Academic Services</td>
<td>2 months</td>
<td>Higher Education</td>
<td>8 teams</td>
<td>Yes</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Senior Athletic Academic Advisor</td>
<td>4 years</td>
<td>Higher Education</td>
<td>3 teams</td>
<td>No</td>
</tr>
</tbody>
</table>

If including a chart, you still must provide a narrative description of your participants.
Positionality

- Who are YOU?
- Describes the role of the researcher(s)
- The “who are you?” of the methodology
- Why is this important?
  - Helps audience understand the lens from which you developed, inquired, collected, analyzed, interpreted, and reported data
Data Collection and Analysis

- Describe the instrument (e.g., researcher, interview questions)
  - How did you develop the interview protocol?
  - Did you pilot the interview protocol?
- How did you collect the data?
  - Individual interviews, focus groups, field observations
  - How was it stored and protected?
  - How do you know you have enough data?
- How did you analyze the data?
  - Detailed steps of analysis
  - Include who, if anyone, analyzed with you
Trustworthiness

- Member checking
- Triangulation
  - Data
  - Researchers
- Peer debriefer
- Thick description
- Reflexive journal
- Audit trail
What Goes into a Results Section?

- Provide introductory sentences describing overall findings
- Provide thick description in describing findings
  - Includes definitions of themes/findings
  - Textural description (what)
  - Structural description (how)
  - Composite description
Common Issues for Beginners

- Not reducing themes enough
- Aligning themes directly with interview questions
- Not providing enough evidence to support themes
- Rushing the analysis process
- Being apologetic

Mistakes are opportunities to learn.
## Example of Themes

### Sample Interview Protocol

1. Can you describe how you first became aware of your deafness.
2. How do you see yourself today, in terms of your deafness?
3. What does deafness mean to you?
4. Can you describe any particularly difficult or traumatic experiences in your life related to deafness?
5. Can you describe how you fit into deaf culture?
6. To what extent do you consider yourself active in both the deaf world and the hearing world?
7. What, if anything, would you change about yourself if you could?
8. How does your family view deafness?

### Themes and Subthemes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of Deafness</td>
<td>Early memories, Doctor visits and testing</td>
</tr>
<tr>
<td>Personal View of Deafness</td>
<td>Meaning of Deafness, Traumatic Experiences Relating to Deafness</td>
</tr>
<tr>
<td>Deaf Culture</td>
<td>Fitting into Deaf Culture, Managing Deaf World and Hearing World</td>
</tr>
<tr>
<td>Desires to Change</td>
<td>No desires, Proud to be deaf</td>
</tr>
<tr>
<td>Family Views of Deafness</td>
<td>Supportive, Lack of understanding</td>
</tr>
</tbody>
</table>

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### Themes and Subthemes

#### 1. Academic Responsibilities
- a. Curricular responsibilities
- b. Academic skill building
- c. Career development

#### 2. Non-Academic Responsibilities
- a. Psychological support
- b. Case management
- c. Teaching
- d. Life skill development
- e. Collaborating with coaches
- f. Administrative duties
- g. Recruitment

#### 3. Counselor Identity
- a. Relationship building
- b. Counseling theory
- c. Counseling Skills
- d. Amount of confidentiality

#### 4. Athletic Empathy
- a. Understanding the athletic experience
- b. Barrier to seeking support services

#### 5. Holistic Congruence
- a. Wellness definition
- b. Wellness interventions
- c. Seeing beyond the athlete

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### Themes and Subthemes

#### 1. Academic Planning and Skills
- a. Emphasis on fostering relationships

#### 2. Counselor Practice and Knowledge
- a. Counseling skills and theory
- b. Athletic empathy

#### 3. Barriers to Seeking Support Services
- a. Career and life skill development
- b. Psychological support
- c. Coach-advisor relationship
- d. Case management

#### 4. Cultivating Holistic Wellness in Student-Athletes
- a. Wellness definition
- b. Wellness interventions
- c. Seeing beyond the athlete

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(Gerlach, 2017)
Questions?
References
