

# ADHS-BTCD Evaluation Training 2

## Conducting Focus Groups and Community Conversations (CC) and Collecting Surveys and Questionnaires

Anna Yaros, PhD  
Venita Embry, MPH  
Ashley Lowe  
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# Introduction to the ADHS-BTCD Evaluation Training Series

## Goals of the Training Series

RTI International, in collaboration with **Arizona Department of Health Services – Bureau of Tobacco and Chronic Disease**, has developed a 4-part evaluation training series.

Introduce program evaluation

Support partners in learning and applying topics:

- 1) Data-driven planning
- 2) **Conducting surveys and focus groups**
- 3) Collaborating with community partners
- 4) Adapting evidence-based programs and process evaluation

Provide an opportunity for partners to communicate and collaborate with one another

# Structure of Training 2

- 1) **10:00-10:15**      **Introduction**
- 2) **10:15-11:15**      **Qualitative Data Collection**
- 3) **11:15-12:00**      **Quantitative Data Collection**
- 4) **12:00-12:30**      **Lunch**
- 5) **12:30-2:45**      **Peer-Sharing Forum**
- 6) **2:45-3:00**      **Closing Remarks**
- 7) **3:00-4:00**      **Opportunity for Technical Assistance**



# Training 2: Qualitative and Quantitative Methods: Conducting Focus Groups and Community Conversations (CC) and Collecting Surveys and Questionnaires



# Goals of Training 2

5 topics for training in  
**Qualitative  
and  
Quantitative  
Methods**

1 Introduction to Qualitative and Quantitative Methods

2 Conducting Focus Groups

3 Collecting and Using Qualitative Data

4 Designing Surveys

5 Collecting and Using Quantitative Data

# 1 Introduction to Qualitative and Quantitative Methods

# Introduction to Qualitative and Quantitative Methods

	QUANTITATIVE	QUALITATIVE
Description	Data that evaluates the QUANTITY of something	Data that evaluates the QUALITIES of something
Typical Use	Test a hypothesis	Explore a hypothesis
In Brief	Numbers	Words
Examples of Forms	Counts Statistics Percentages Averages	Descriptions Narratives Quotes
Examples of TYPICAL Data Collection Techniques*	Checklists Multiple Choice Questions Sign-in Sheets Yes/No Questions	Focus Groups Community Conversations Essay Questions Interviews Observations

# Quantitative Data

vs.

# Qualitative Data

## Pros

Used in policy decisions

Compare amounts between groups

Sample a lot of people quickly

## Cons

Sometimes misses the details

Can erroneously lump people together

## Pros

More in-depth understanding

Build relationships with participants

## Cons

Time-consuming or expensive

Small numbers of people

# Choosing Your Method

What information  
do you need?



For what will the  
data be used?



How much time  
and money do you  
have for data  
collection?

# Choosing which one?

You want to determine rates of e-cigarette use in your county

You want to know where youth are buying cigarettes illegally

You want to know what percentage of elementary school kids in your local district exercise on a daily basis

You want to understand how to get more people to participate in your healthy eating program

You want to know which neighborhoods to target with smoke-free areas

# Choosing which one?

A good rule of thumb:

The more specific your methods = the more detailed your data

The broader your methods = the more varied your data

And if you still can't choose which one, call us for technical assistance!



# Types of Qualitative Data Collection Methods



# Qualitative Methods

## Focus Groups

- Moderators
- Pre-determined
  - Attendees
  - Questions

## Community Conversation

- Facilitators
- Open
  - Attendees
  - Questions
- Some points can be pre-determined

## Interviews

- Interviewers
- Pre-determined
  - Attendees
  - Questions

## Open Ended Questions

- In surveys
- Pre-determined
  - Respondents
  - Questions

# 2 Conducting Focus Groups

# Focus on Focus Groups



[https://www.youtube.com/watch?v=KICLApM\\_ANE](https://www.youtube.com/watch?v=KICLApM_ANE)

# Selecting a Focus Group Topic



- **Rely on Data-Driven Planning**
  - What fits with your logic model and action plan?
- **Make It Interesting**
  - How can you get the information you need while engaging your participants in a discussion they CARE ABOUT?
- **Be Specific**
  - To get in-depth data, don't try to cover too much ground.

# Increasing Community Participation

- **Think CONVENIENCE** – location, parking, time, setting, 45-90 min
- **Incentives**
  - Money
  - Not Just Money
    - Food
    - Advice
    - Specific assistance
    - Connections with community
    - Transportation
    - Babysitting
    - Certificates
    - Prizes
    - CEU credits



# Getting the Word Out

- **Marketing – CLEAR, EYE-CATCHING**
  - Flyers at local places (libraries, apartment complexes, schools, businesses, etc)
  - Social Media
  - Day-of signage
- **Word of Mouth**
  - Identify community leaders – youth, adult, student, local government
  - Others with community mobilization roles
    - Activity directors
    - Housing managers
    - Social workers
    - Clergy



# **3** Collecting and Using Qualitative Data

# Protocols for Conducting A Focus Group

- A great focus group requires great planning:
  - Focus group team and clearly assigned roles
  - Room logistics
  - Clear and focused discussion questions
  - Systematic processes (especially if doing multiple focus groups)
- Need at least 2 facilitators of the focus group:
  - A **moderator**: leads the discussion
  - A **note-taker**: documents what is said during the discussion



What makes a good moderator???



# Creating Your Focus Group Team

## ▪ Moderator

- Experience facilitating large discussions or public speaking
- Able to manage discussion, stick to time schedule, and mediate conflict
- Comfortable with silence
- Active listening skills
- Tools Needed: focus group guide, time schedule, and a list of participants

## ▪ Note-taker

- Can quickly document discussion points
  - From various participants
  - In an organized way
  - Both verbal and non-verbal communication
- Best source of what happened in the focus group
- Tools Needed: note-taking template with questions; tape recorder and batteries; clock; a list of participants

# Focus Group Logistics-Day Of the Event

- A visible clock
- Refreshments available
- Everyone can see each other with ease (includes the 2 facilitators)
- Set up name tents (or name tags).
- Tape recorders: plenty of batteries and identified the best location to place the recorder.



# Standard Agenda

- **Introduction/Welcome**
  - Small talk with participants to build rapport
  - Brief time for refreshments
  - Quick ice-breaker among participants
- **Overview and topic (2-3 minutes)**
  - Purpose of the focus group
  - High-level review of discussion topics
- **Ground rules (2-3 minutes)**
  - Confidentiality of participant responses
  - Respect all participants and opinions
  - One speaker at a time
  - Time schedule
  - Consent to participate
- **Begin questions**
  - Ask question
  - Probe if needed
  - Responses from most/all participants
  - Quick summary of responses
  - Move to next question
- **Wrap-up (5-10 minutes)**
  - Thank participants for coming
  - Final comments from focus group
  - Intended use of the focus group and planned feedback loop
  - Contact info for follow-up questions
  - End on time!

# Develop Questions and Guide

- Aim for 10 or less questions.
- Focus group questions should be
  - Conversational
  - Clear, brief, and not overly technical
  - Well vetted by other staff both in terms of clarity and research alignment
  - Able to answer within a sufficient amount of time
  - Organized in a logical flow
  - Each domain (i.e., collection of questions with similar topic area) should be introduced and some type of summary should conclude that domain before moving on to the next
  - Can organize as a list of topic area or have specific sequence of questions ready.
- Include a timing schedule for each area to help the moderator and note-taker stay on track and know when to move on.



# Creating Good Focus Group Questions

Scenario #1: 9<sup>th</sup> grade students gathered to discuss your tobacco-free program

1. Do you prefer a tobacco-free intervention that is located in the school or in your community?

(Not good, lack of authority)

2. What do people in your community think about the use of e-cigarettes?

(Good, opinion-based)

3. When was the last time you bought tobacco and where did you get it?

(Not good, may be intimidating)

4. What are the dangers you associate with tobacco use?

(Good, attitude-based)

# Creating Good Focus Group Questions

Scenario #2: A group of health care workers to discuss challenges in getting clients/patients more active.

1. What populations are the most motivated and which are the least?

(Mixed, may be a good ice-breaker but quality of responses may vary)

2. What techniques have you used in getting patients motivated?

(Good, experience-based)

3. In 2012, the county's obesity rate was X%; this year it is 4% higher. Why?

(Not good, may not have enough information and too broad of responses)

# Develop Data Collection Template

- Administrative

- Date, location, number of people in attendance, name of note-taker, name of moderator

- List of participants

- Include any important individual characteristics (e.g., age, sex, race/ethnicity, residing neighborhood, organization)

- Template Columns

- Focus group question
- Major ideas or themes
- Important quotes
- Consensus or disagreement; and who?
- Behavioral Observations
- General notes



# Note-taking During Focus Group



# Using Qualitative Data

- During this section, we will discuss
  - Post-focus group debriefing
  - Analyzing your focus group data
  - Reporting



- Throughout the entire process, important to keep in mind your research questions.
- Having a clear understanding of
  - what you want to learn,
  - how you plan to disseminate the data,
  - and how the data will ultimately be use before conducting the focus group will vastly enhance the quality of your analysis and report.

# Post-focus group debriefing

Debrief immediately following the focus group. Plan for about a hour.

- 1) To ask each other any questions,
- 2) clarify any issues, and
- 3) document any process information that will be important for the report.

Document the experience. What worked and what did not; can be used for future focus groups.

Note-taker needs to review all notes for gaps and try to resolve any uncertainties

During the development of the focus group questions, determine how you plan to analyze data



What are your primary sources of data:

From video/tape recorder/transcripts

From the note-taker

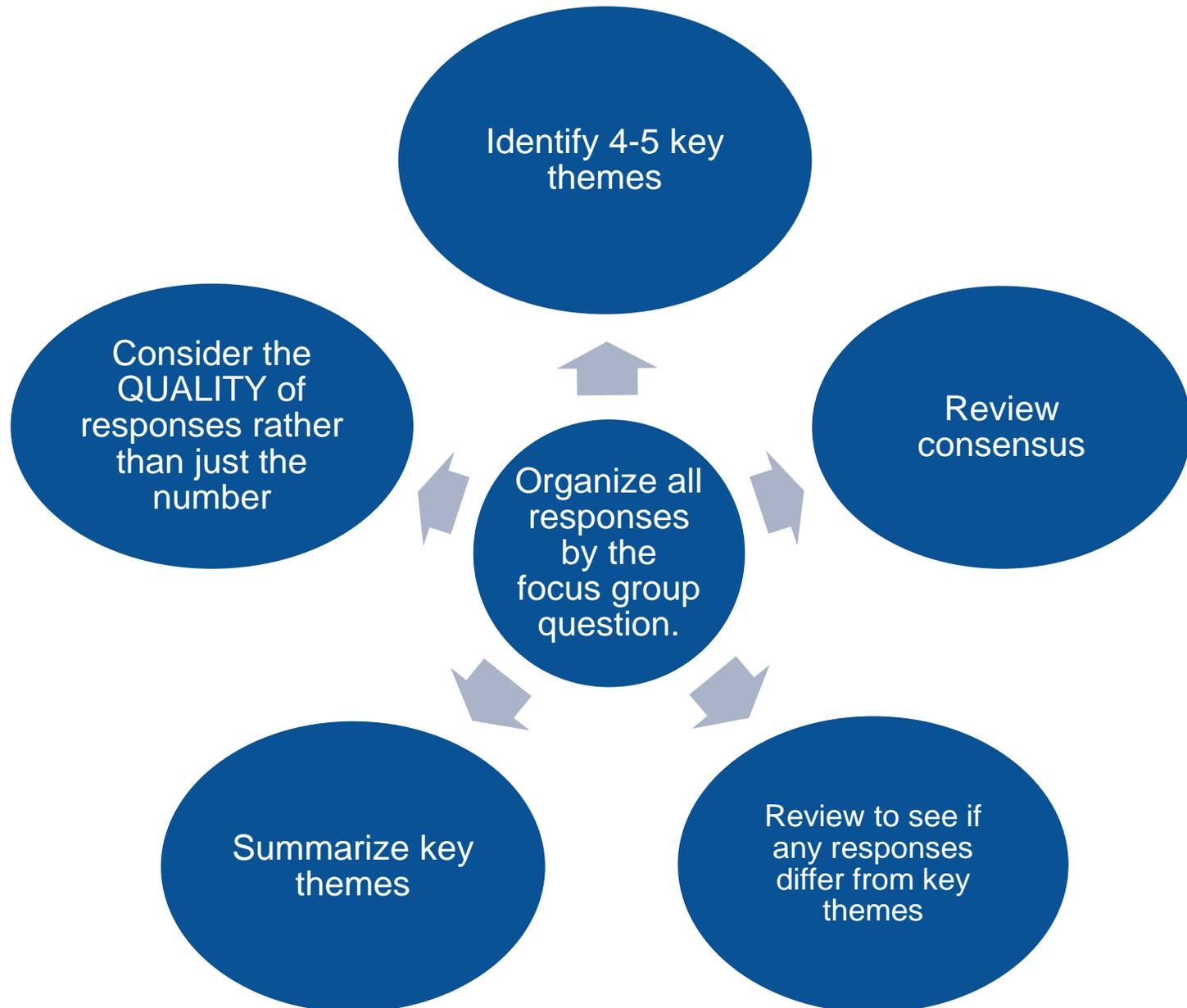
From memory

# Analysis Strategy and Tips

- Identify your analysis plan BEFORE conducting your focus group so the moderator and note-taker can best utilize their resources during facilitating.
- Your goal is to organize, summarize, and present findings in manner that is:
  - Straightforward
  - Inclusive of most/all perspectives
  - Usable in a meaningful way
- Organizing, summarizing, and report data based by topic area/question.
- Be careful of “over-filtering” data.



# Steps for analyzing focus group data



# Steps for analyzing focus group data

Scenario: Several focus group members agreed that prevention workshops should be held at least once a month to make lasting change in the community.

- How would you report this finding?
  - A: “60% of community residents support monthly prevention workshops”.
  - B: “6 out of the 10 focus group members support having monthly prevention workshops.”
  - C: “Many people support monthly prevention workshops”

# Steps for analyzing focus group data

- Don't disguise qualitative data as quantitative data.
  - ~~Don't report "60% of community residents support monthly prevention workshops".~~
  - Do report "6 out of the 10 focus group members support having monthly prevention workshops." ✓
  - "Many people support monthly prevention workshops" (ok but vague)
- The results from your focus groups are not generalizable to a wider audience and is not intended to be quantitative data.



# How to use the data

- How can you use these focus group data?
  - To inform community members
  - To plan or monitor program implementation
  - To provide to funders, legislators, or other decision-makers
- Depending on the audience and the amount of data, you may need to develop a short brief or a longer research report.
- Remember to provide some form of the focus group results to the participants.



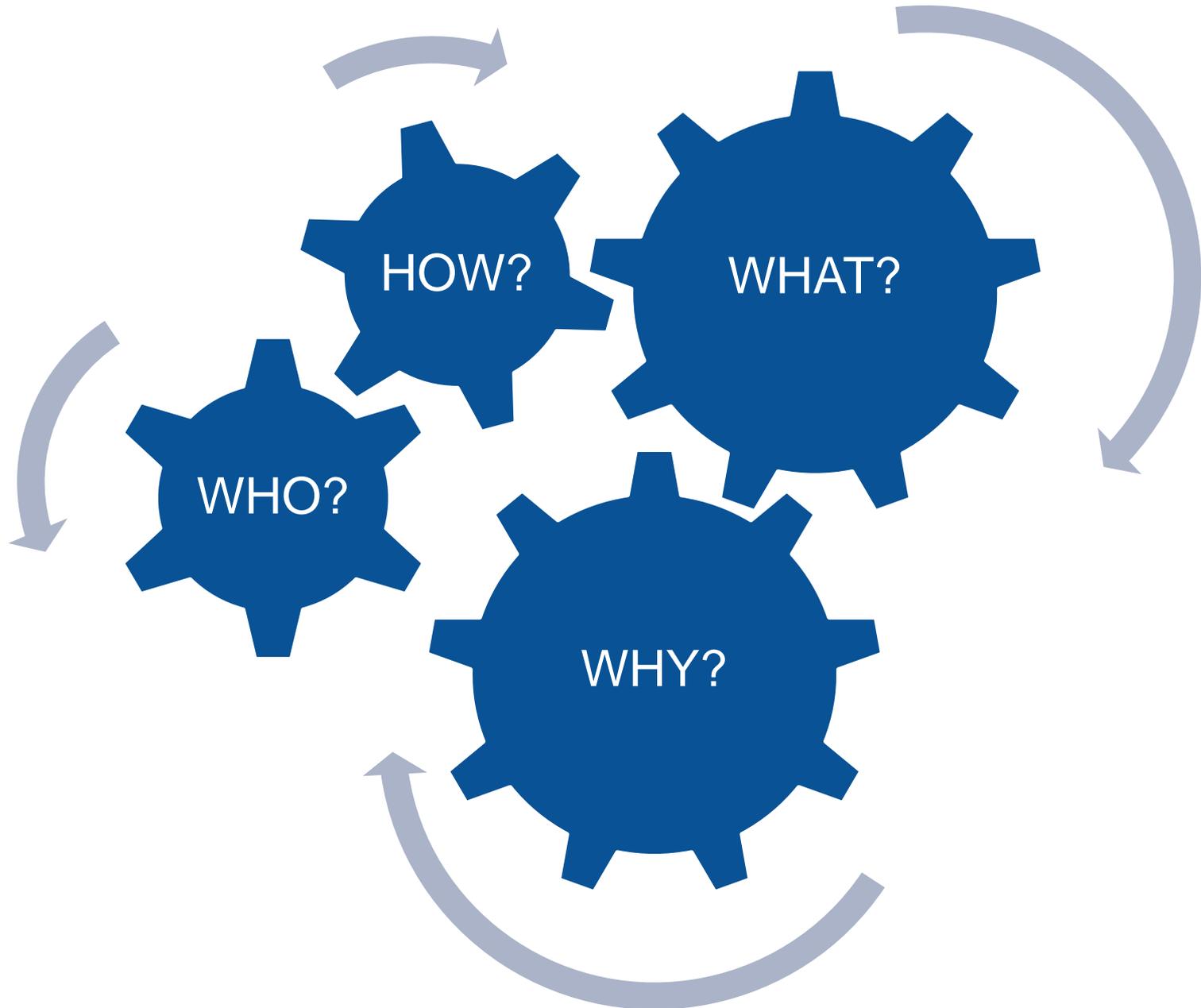
# Disseminating focus group results

At the minimum, each report/product should describe:

- Purpose of the focus group and how it aligns with your program implementation
- Participant characteristics (general, not personal identifiers)
- Focus group team: moderator, note-takers, other key staff
- General focus group information
  - Recruitment strategy
  - incentives
  - length of focus group
  - and analysis strategy
- Key themes and sub-themes
- Discussion and next steps based on findings
- Limitations (and any considerations for future focus groups)

# 4 Designing Surveys

# Overview of Quantitative Methods



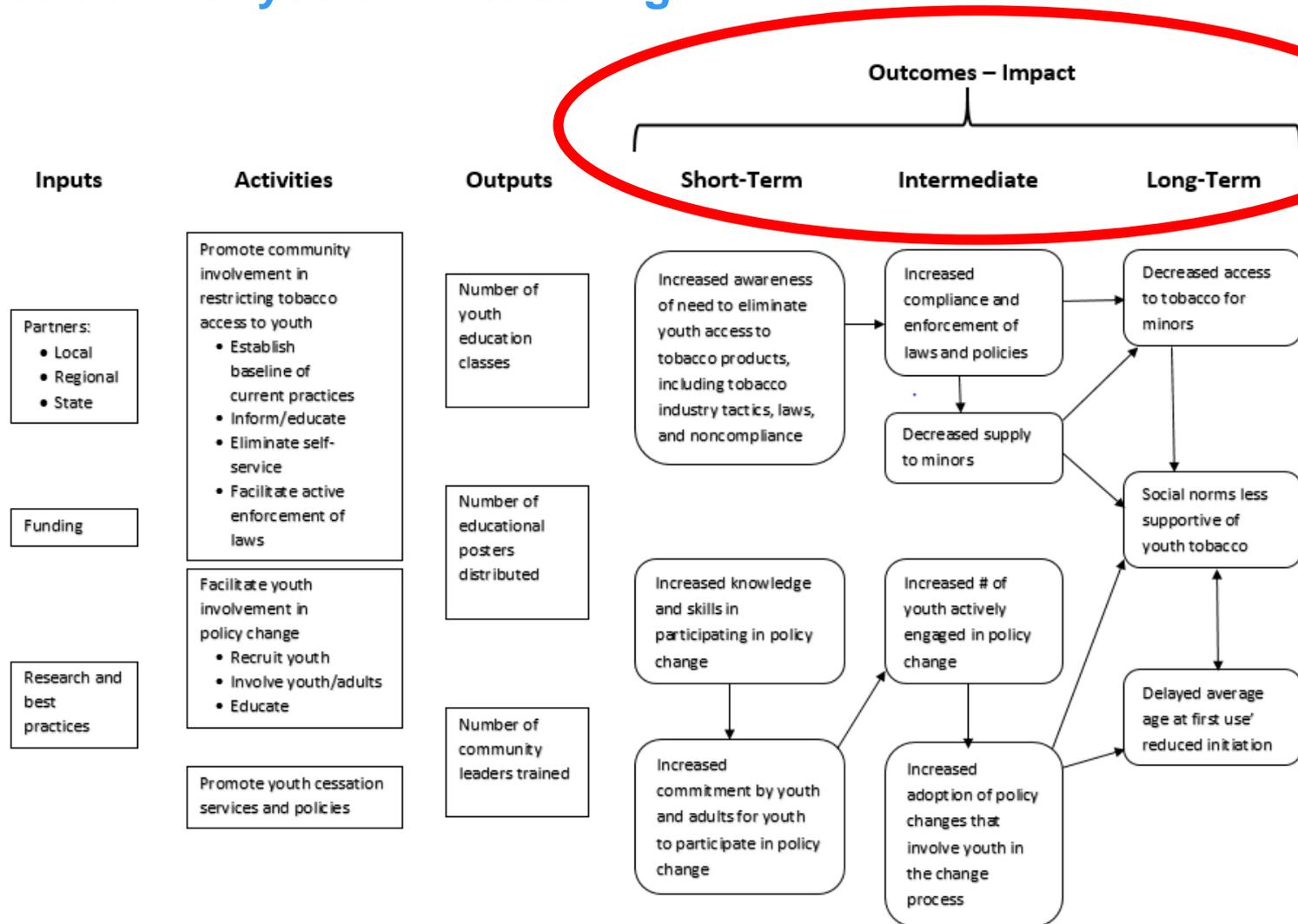
# Survey Approach

- **Define Your Target Population**
  - Who are you surveying?
- **Define Your Objective/Topic**
  - What do you want to know?
  - What process do you want to inform?
  - What new information will be gathered through the survey?



# Survey Approach

## Decide what you are measuring



## Design Your Questions

- Item content
- Literature review
- Demographics

## Vet Your Questions

- Bias
- Leading
- Double barreled
- Negative items
- Absolutes

# Instrument Development

## Measurement Scale

True/False

Matching

Multiple Choice

Completion

Likert Scale

## Response Options

Yes/No

Don't Know, Undecided, and Neutral

Partially Closed Ended

Open Ended

# Instrument Development

Would you vote for John Doe, someone who is known to break campaign promises?

How many days do you usually exercise each week?

- 1-2 days
- 3-5 days
- 6-7 days

Do you agree or disagree with this statement: "There is a need for stricter gun laws."

Do you always recycle?

- Yes
- No

When was the last time you updated your personal and work computer?



- **Introduction/closing**
- **Order of questions (survey logic)**
- **Length of questionnaire**

## Interviewer Is Not Present

- Audio Computer-Assisted Self-Interviewing (ACASI)
- Telephone version of ACASI (T-ACASI)

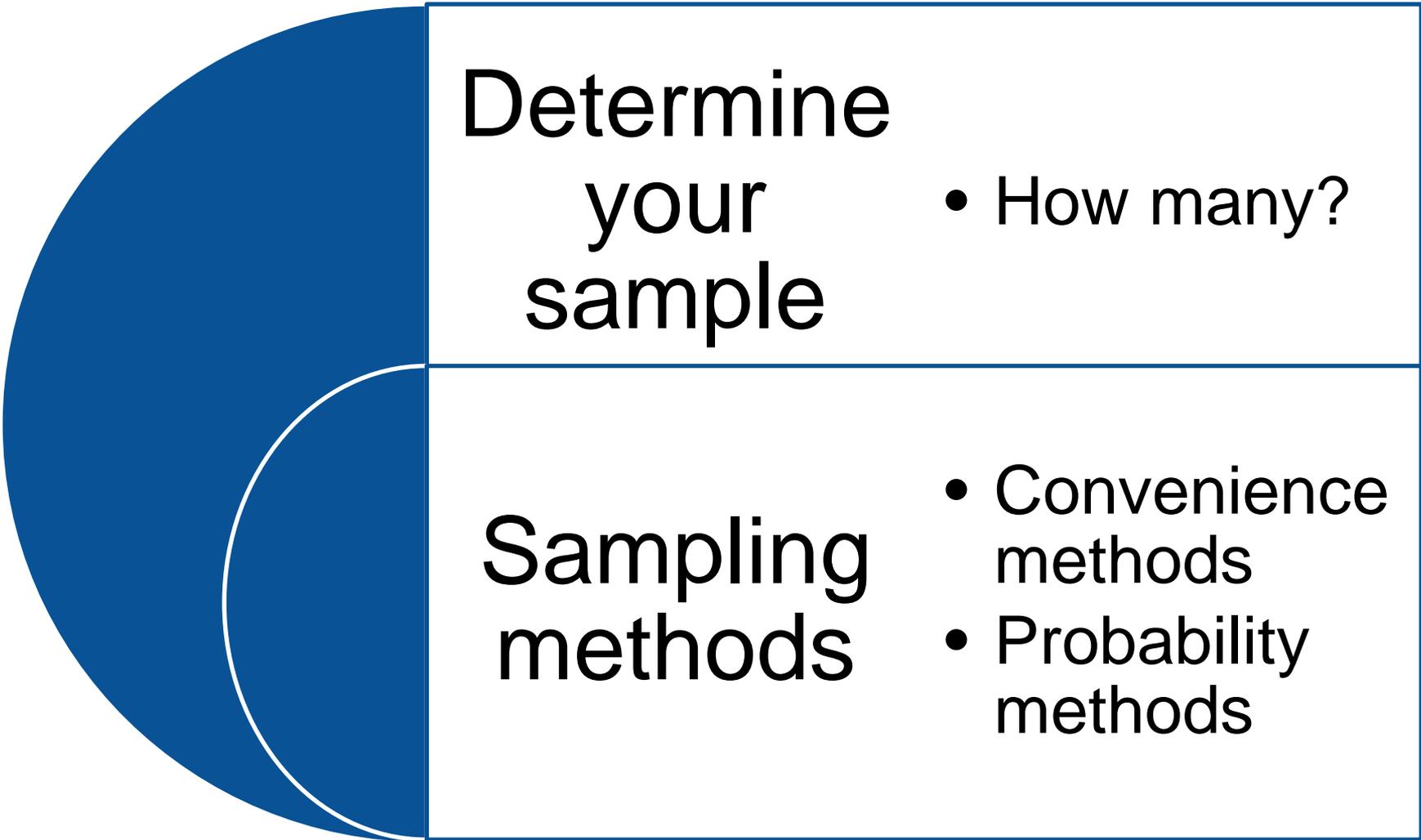
## *Mobile Devices*

- Cell/Smart Phone
- Tablet
- Desktop

## Interviewer Is Present

- Paper/Pencil

- **Survey design**
  - Experimental design
  - Quasi-experimental design
- **Pre/Post Test and Post Test**
- **Anonymity vs. confidentiality**



**Determine  
your  
sample**

- How many?

**Sampling  
methods**

- Convenience methods
- Probability methods

## Random sampling

- Randomly select subjects (can be manual or via a computer program)

## Systematic sampling

- Order the population and then choose every  $n$ th person

## Stratified sampling

- Divide population into groups (strata) and select a random sample from within each group

## Cluster sampling

- Identify natural breaks between groups and obtain a random sample of the clusters selected

# Probability Methods

A researcher is interested in studying the income of American college graduates one year after graduation. They look up the demographics of American college graduates and find that 51% of American college graduates are Caucasian, 22% are African-American, 9% are Asian, 8% are Native American, 5% are Hispanic, 3% are Pacific Islander, and 2% are multiracial. You use random sampling in order to select a specified number of participants from each racial demographics group.

A researcher is interested in studying the opinions of parents age 14 – 20 in Arizona. Of the 15 total counties, 6 counties are selected. Every parent age 14 – 20 living in the 6 selected counties is surveyed.

# Is Your Methodology Feasible?

- Cost considerations
- Time considerations
- Characteristics of sample



# Pilot Test Your Survey



- Purpose
  - Are your questions understandable?
  - Response categories adequate?
  - Format/layout easy to follow?
  - Language is culturally appropriate?
  - Is timing reasonable?
  - Reliability/validity tests
  - Item analysis
- Revise Instrument

# 5 Collecting and Using Quantitative Data

# Recruitment Considerations

- **Determine your recruitment channel(s)**
  - Email lists
  - Advertisement on website
  - Social media
  - Cold calling
- **Keep “the pitch” simple/short**
- **Offer incentives**



Logistics for how to collect quantitative data

```
graph TD; A[Logistics for how to collect quantitative data] --> B[Informed Consent]; B --> C[Privacy Requirements];
```

Informed Consent

Privacy Requirements

# Analyzing Quantitative Data

## Univariate

Sum

Mean

Median

Mode

Range

Variance

Standard  
deviation

## Bivariate

Correlations

## More Advanced

Relational  
analyses

# Displaying Quantitative Data

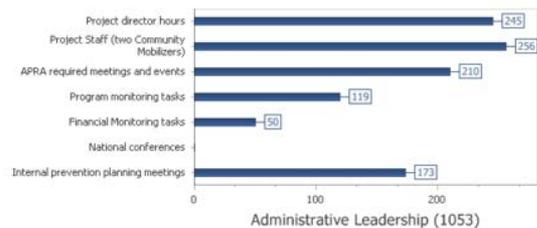
- Potential products
  - Dashboard
  - Charts/graphs
  - Papers/fact sheets



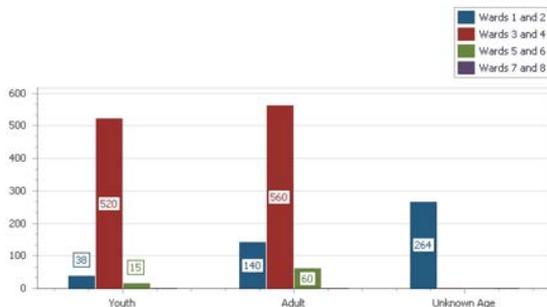
% of Service Hours for Each Function



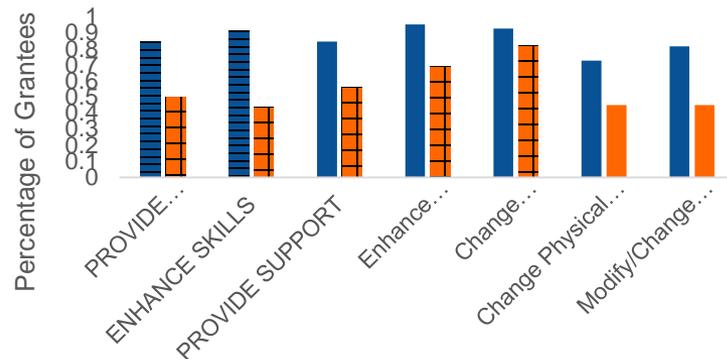
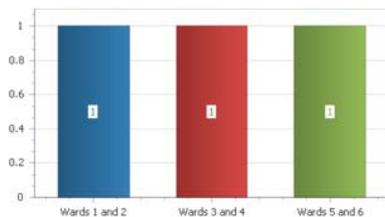
Service Hours By Task



Numbers Reached



Number of New CPNs



Patterned Lines Bar= Initiated  
 Solid Bar= Enhanced  
 Patterned Squares Bar= Enhanced Plus  
 ...

■ Initiated +  
 Enhanced Class

# Follow-Up Activity– Develop Data Collection Plan

## Activity 2 Details

Develop a data collection plan based on data you would like to collect in your community.

- Data should relate to your program/strategy goals.
  - What are your research questions?
- Plan requires you to think about:
  - Are you collecting qualitative or quantitative data?
  - Who are your participants and how will you recruit them?
  - How will you analyze the data?
  - How will you use the data?
- All follow up activities should be returned via email to RTI International **by Friday, October 30<sup>th</sup>, 2015**. Please send your data collection plan to Venita Embry ([vembry@rti.org](mailto:vembry@rti.org)).

# Closing Notes

- Register for *Training #3: Tracking Community Outreach*
  - Link: [Training #3 Registration](#)\*
  - Date and Time: Tuesday, December 1<sup>st</sup>, 2015; 10a-12p MST
  - Format: Webinar only
- By Friday, October 30<sup>th</sup>:
  - Complete [Training #2 Evaluation Survey](#)\*
  - Complete *Training #2 Follow-Up Activity: Developing a Data Collection Plan*\*

In the file share box, please download:

- Training #2 Follow-Up Activity: Developing a Data Collection Plan
- Training #2 Presentation
- Note-taking Template for Focus Group (additional resource)

\*This information will also be sent out via email.

# Final Questions?



## **Anna Yaros**

Research Clinical  
Psychologist

919.485.5569

[ayaros@rti.org](mailto:ayaros@rti.org)

## **Ashley Lowe**

Public Health Analyst

919.485.5510

[alowe@rti.org](mailto:alowe@rti.org)

## **Venita Embry**

Research Public Health  
Associate

919.541.6950

[vembry@rti.org](mailto:vembry@rti.org)

## **Phillip Graham**

Senior Public Health  
Researcher

919.485.7752

[pgraham@rti.org](mailto:pgraham@rti.org)