

Collecting Qualitative Data from Focus & Listening Sessions

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HAMILTON COUNTY
**Mental Health &
Recovery Services Board**

Housekeeping Notes:

- Continuing education will only be awarded for those who view the live session
- You must attend the entire training to receive continuing education hours
- Post-event evaluation surveys are required to receive continuing education
- For Social Work/Mental Health Counselor credits you must provide your license number in the post-event evaluation survey
- For CHES credits, you must provide your CHES ID in the post-event evaluation survey
- You will receive your certificate for continuing education by email within **30 days** of this training





Collecting Qualitative Data from Focus Groups and Listening Sessions

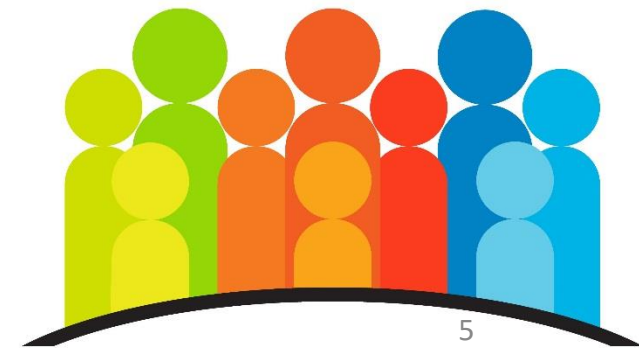
What is Qualitative Data?

- Descriptive and conceptual findings collected through interviews, observations, surveys.
- Allows us to further understand and explain quantitative data.
- Quantitative and Qualitative should be used in tandem.



Focus Group versus Listening Sessions:

- Focus Group: A focus group is a research technique used to collect data through group interaction. Used to identify and explore behavior, attitudes and processes.
- Listening Session: Opportunities for the public to provide input on specific issues.



The Dos & Don'ts of Questions:

- Open Ended Questions versus Binary Responses
- Making sure your questions address what you are talking about (don't assume everyone knows the topics, the lingo/slang, etc.)
- Using inclusive language



The Dos & Don'ts of Questions:

Activity

- Using your “Reactions” reply in the chat box with a thumbs up or down



The Dos & Don'ts of Questions:

- Tell me some of the reasons why you see peers using substances (alcohol, marijuana, nicotine).
- Would your parents be okay with you drinking after sporting events?
- Is your school supportive of healthy coping skills?
- Describe some of the stressors you or your peers might experience.



Participant Selection

- Are your questions geared towards adult or youth
- Separate your groups
- How are you recruiting (community vs school)
- How diverse is your group
- Weighing the Pros & Cons of having mixed aged youth participants
- Mixed groups from different school districts
- Letter of permission



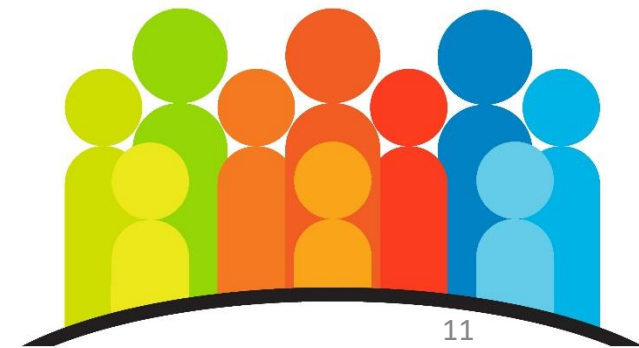
How to Facilitate:

- Have the participants very briefly introduce themselves.



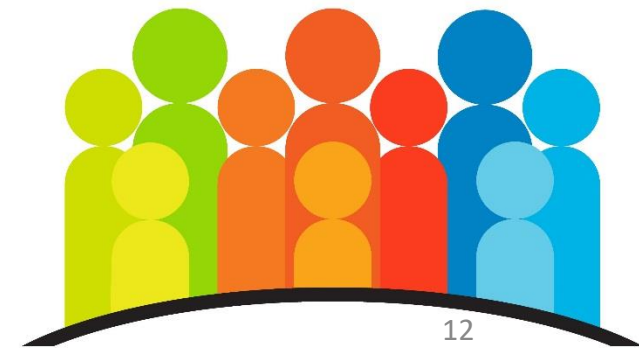
How to Facilitate:

- Inform each student/adult the intention of this group (data collection, grants, etc.)
- Information collected won't use names and won't be publicized. Participants are to keep what is said in the group confidential.



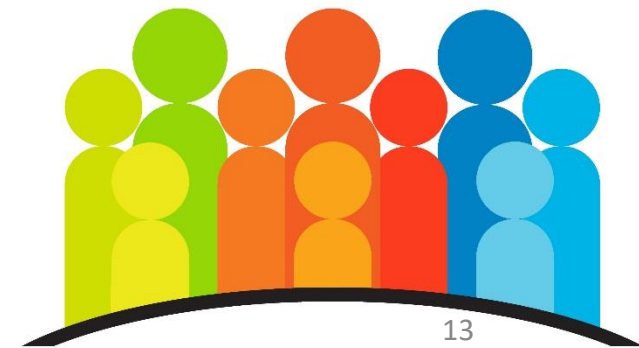
How to Facilitate:

- Ask questions to guide the discussion.
- Use prepared questions to kick off the discussion.
- Encourage people to expand on their responses by asking them “Can you say more about that?”



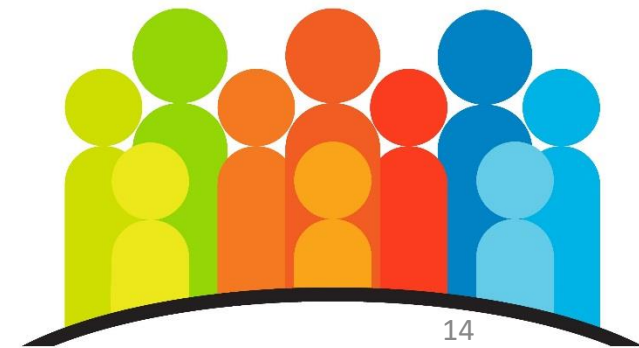
How to Facilitate:

- Stay neutral and empathetic.
- Don't insert your opinion into questions, or let the participants know your views on the topic.
- Avoid leading questions like “Don't you think it would be better if...?”



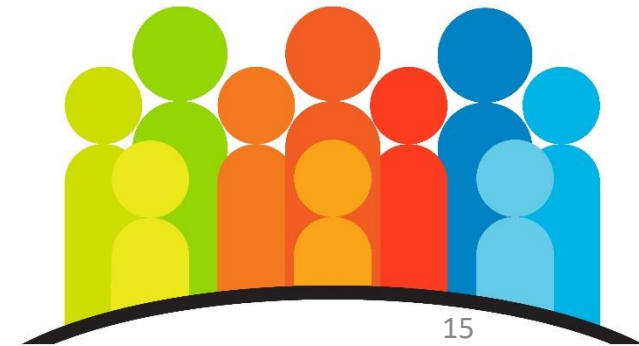
How to Facilitate:

- Record responses
- Scribes should be taking diligent notes
- Moderator note body language changes



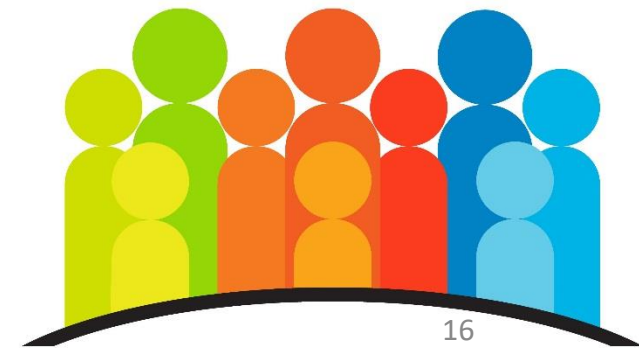
How to Facilitate:

- Prevent any one individual from dominating the conversation.
- Encourage other people to speak up, with questions such as “Does anyone else have a different perspective?”



How to Facilitate:

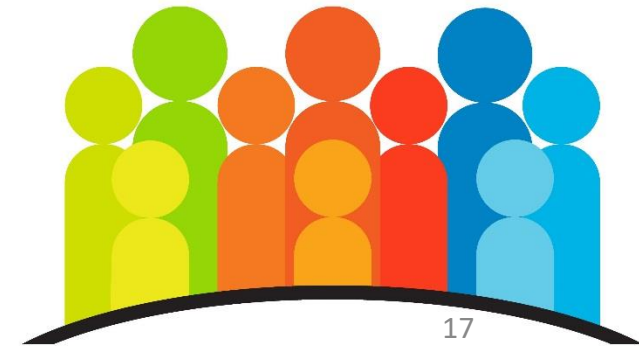
- Shut down arguments.
- Not trying to reach a consensus, and more opinions lead to more helpful data.



What to Do with the Data:

Code the data for themes

- Take it one question at a time
- Look at one groups responses
- Comment by comment write a word or two, theme, over arching message etc.
- Repeat this process for all comments
- When you start to get a duplicate(s) put a tally mark next to the theme or word, add to it if necessary.
- Keep going until you finish every group for a question.
- You might need to add two or three groups together to limit the “buckets”.

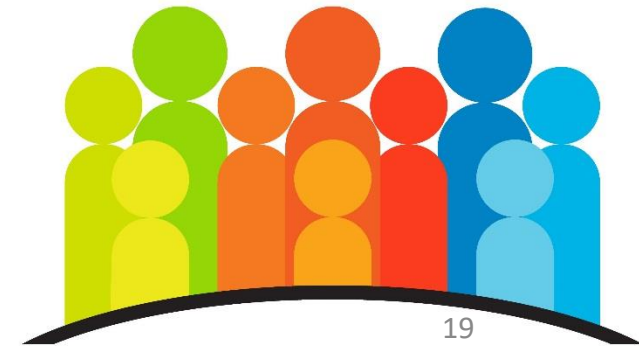


Resources:

- PreventionFIRST! (aka Sarah Sawmiller)
- OhioMHAS Lara Belliston
- Prevention Technology Transfer Center Network (PTTC)



Final Comments & Questions



Questions?



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Post Training Info:

- The recording and supplemental materials will be available on the PreventionFIRST! website under **TrainingHUB**.

- Please complete the evaluation survey here:



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