


Understanding & Analyzing Qualitative Data Through a Cultural Lens: Steps & Processes

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Purpose of Presentation

- Present a collaborative model for analyzing data collected in two languages & cultures
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Research and Culture

- a. Research design
 - b. Ethics
 - c. Disparities – health, SES, culture, race, ethnicity
 - d. Access to care – language, stigma, values
 - e. Culture of researcher vs. culture of subject
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Quantitative Research

Method: Translation, back translation

Assumption: equivalence of measures

Focus: reliability & validity

Neglects:

- issue of context and meaning

- role of language


- societal and cultural construction





Qualitative Studies

Method- Meaning centered

- a. Translation—process poorly described
 - b. Contributions of translators and native informants not clear
 - c. Lack of discussion on effects of linguistic and cultural standpoint of the English-speaking researcher
 - d. Lack of rigor
 - e. Issues regarding cultural validity
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Focus of Presentation

Methods & challenges for data analysis for focus groups conducted in Japanese

- Cultural filters and transferability of meaning
- Negotiation of emic & etic perspectives



Lens of Researchers

- ✦ EL: NYC Study, SMI, clinician, MFG, US culture
 - ✦ TS: Aging, cross-cultural practice, family therapy, Japanese culture
 - ✦ Shared lens: researcher, strengths-based perspective, consumer-orientated perspectives, not privileging one culture over the other
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Context of Research : THE SIBLING PROJECT

- Describe impact of SMI on adult siblings
- Compare subjects from culturally diverse populations
- Design proactive & culturally sensitive interventions across system levels

Triangulated Research Design

- Focus groups
 - NY (N = 19); conducted in English**
 - TOKYO (N = 19); conducted in Japanese**

- In-depth interviews
 - NY (N = 36)

- Survey
 - NY (N = 179)

Conducting Focus Groups

In both NY and Tokyo, the discussion began with a request from participants:

"Please think of at least five ways (both positive and negative) that having a sibling with mental illness has affected your life."

ANALYTIC APPROACH-NY

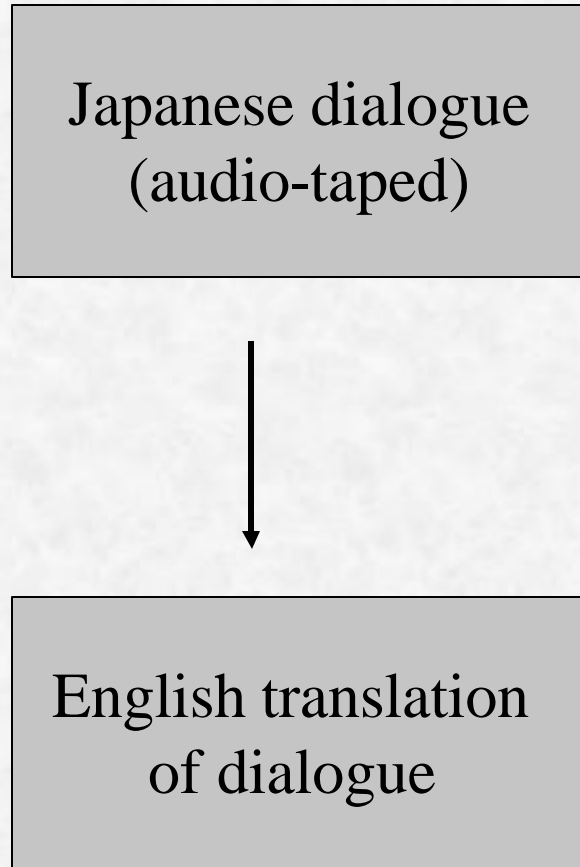
- **Focus groups audio-taped and transcribed verbatim**
- **Inductive approach**
 - **No pre-conceived code categories or themes**
- **Multiple ‘Coders’ analyzed transcripts**
- **Codes and code families identified**
- **Multiple Techniques**
 - **Computer (ATLAS)**
 - **Pencil & Paper Analysis**
- **Member Checking by Participant Volunteers**

ANALYTIC APPROACH-Tokyo

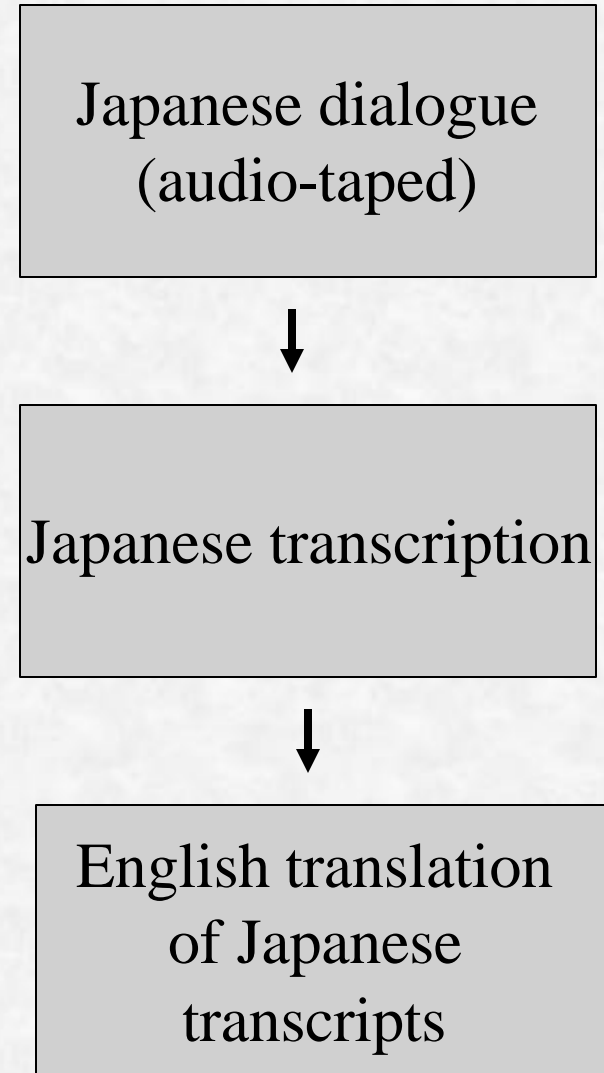
(Original)

- **Focus groups audio-taped and transcribed verbatim**
- **Inductive approach**
 - No pre-conceived code categories or themes**
- **Compare analyses of**
 - **Japanese transcripts (TS)**
 - **English translation of Japanese transcripts (EL)**

Model 1

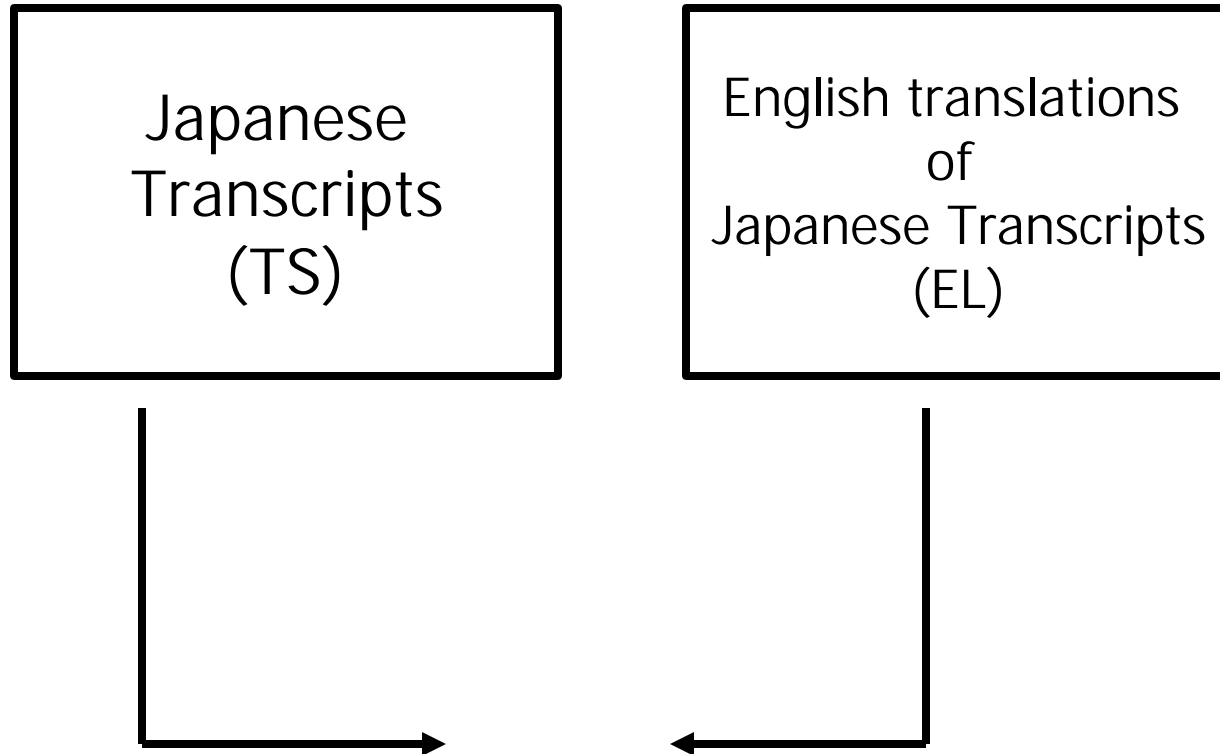


Model 2 *



Original Analytic Approach-Tokyo (Twinn, 1998):

- codes
- cluster codes
- themes





Problems Encountered

From coding stage:

Descriptive vs. interpretive coding


Different coding based on emic & etic perspectives

☞ Miles & Huberman (1994)





Culture

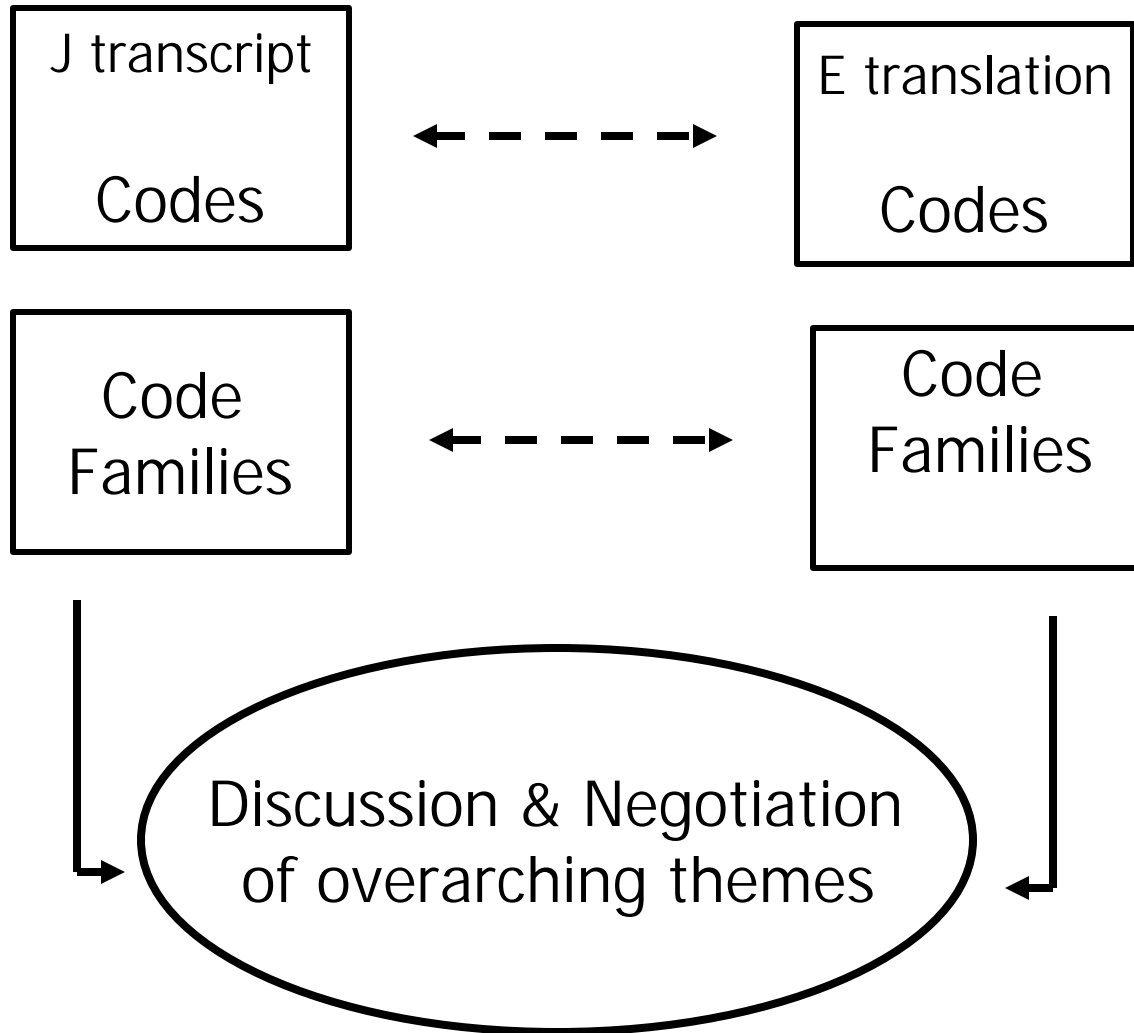
- Ascribe different meanings to words and narratives according to world view
 - Cross-language research:
 - Involves meaning-based translations not word for word translations
 - Japanese language-high context culture, have to infer a lot
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ANALYTIC APPROACH-Tokyo

(Revised)


- ☞ Collaboration at each step**
- ☞ Repeated comparison of codes to identify differences based on emic & etic perspectives**
- ☞ Clarification of cultural differences**
- ☞ Negotiation of different interpretations**

Revised Analysis Plan






Challenges Encountered

1. Code vs. non-code
 2. Choice of title for codes/wording of codes
 3. Need to leave codes in original language
 4. Cultural context
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Importance of Iterative Process

- ☞ Ongoing discussion and reflection
 - ☞ When meanings can converge/ when they must be separated
 - ☞ Paying attention to lens & role
 - ☞ Process over time
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Findings in the Context of Overall Study

- ▣ Comparison of focus groups conducted in US and Japan
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Findings: Similarities

- ☞ Frustration with system
 - ☞ Fear of genetics
 - ☞ Anticipation of future caregiving responsibilities
 - ☞ Shame/stigma (but play out differently in two cultures)
 - ☞ Secrecy
 - ☞ Boundaries between WS & IS
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Findings: Differences

- ☞ Tone of Japanese focus groups- more matter of fact than US groups
 - ☞ View of caregiving as a prescribed role in Japanese groups
 - ☞ Differences in motivation for caregiving
 - ☞ More anger expressed in US focus groups (could be due to sample)
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Findings: Differences

- ☞ Dependency- need to allow and accept dependency
 - ☞ Birth order
 - ☞ Internal familial stigma
 - ☞ "Raw emotions"
- 




Findings: Differences

- ☞ More appreciation of the formal support system in Japan (could be due to sample)
 - ☞ Interpretation of behavior of III Sibling
 - Japanese-regression, childish
 - US-vindictiveness
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Recommendations

- ☞ Don't assume equivalence of language
 - ☞ Explicate methods for analyzing cross-language qualitative data
 - ☞ Make visible, the "native" collaborator (not privileging 'dominant culture')
 - ☞ Include researchers from both cultures from the beginning of the project
 - ☞ Develop systematic & collaborative approaches
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Next Steps

- ☞ Application of model for other languages
 - ☞ Address challenges:
 - What provides sufficient rigor?
 - When do we know we've done enough?
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NOTES

- Ellen's US study is now informed by the Japanese study-view of US data changes when you have a comparison group
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D. K. Padgett (Ed.) (2004), The Qualitative Research Experience. Wadsworth/Thompson





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Contexts for Cross-language Qualitative Research for Monolingual English-speaking Researchers

	English-speaking	Non-English-speaking
US	<p>A Native English-speaking respondents</p> <p>Bilingual respondent (Native Americans, Latinos)</p>	<p>B Non-English-speaking respondents (first generation immigrants)</p> <p>Bilingual respondents (Native Americans, Latinos)</p>
Int'l	<p>C Native English-speaking (e.g., U.K., Australia, Ireland)</p> <p>Bilingual respondents (e.g., English-speaking Singaporeans)</p>	<p>D Non-English-speaking respondents</p> <p>** our study</p>