

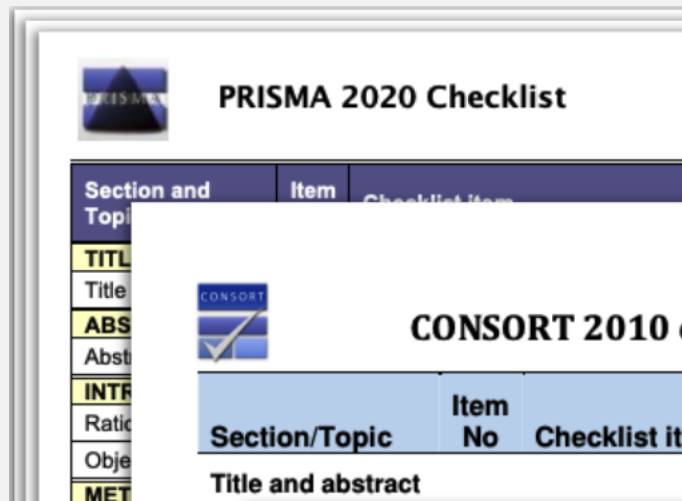
Making guidelines better*

*A deliberately rubbish title slide



Redesigning reporting guidelines: Presenting a new way to disseminate reporting guidance based on behaviour change theory

James Harwood
james.harwood@stx.ox.ac.uk



The image shows two overlapping checklist tables. The top table is the PRISMA 2020 Checklist, and the bottom table is the CONSORT 2010 checklist. Both tables have a similar structure with columns for Section and Topic, Item, and Checklist item.

Section and Topic	Item	Checklist item
TITLE	Title	
ABS	Abstract	
INTR	Rationale	
OBJ	Objectives	
MET	Methods	

Section/Topic	Item No	Checklist item
Title and abstract		

Behaviour Change Wheel

Why don't authors adhere?

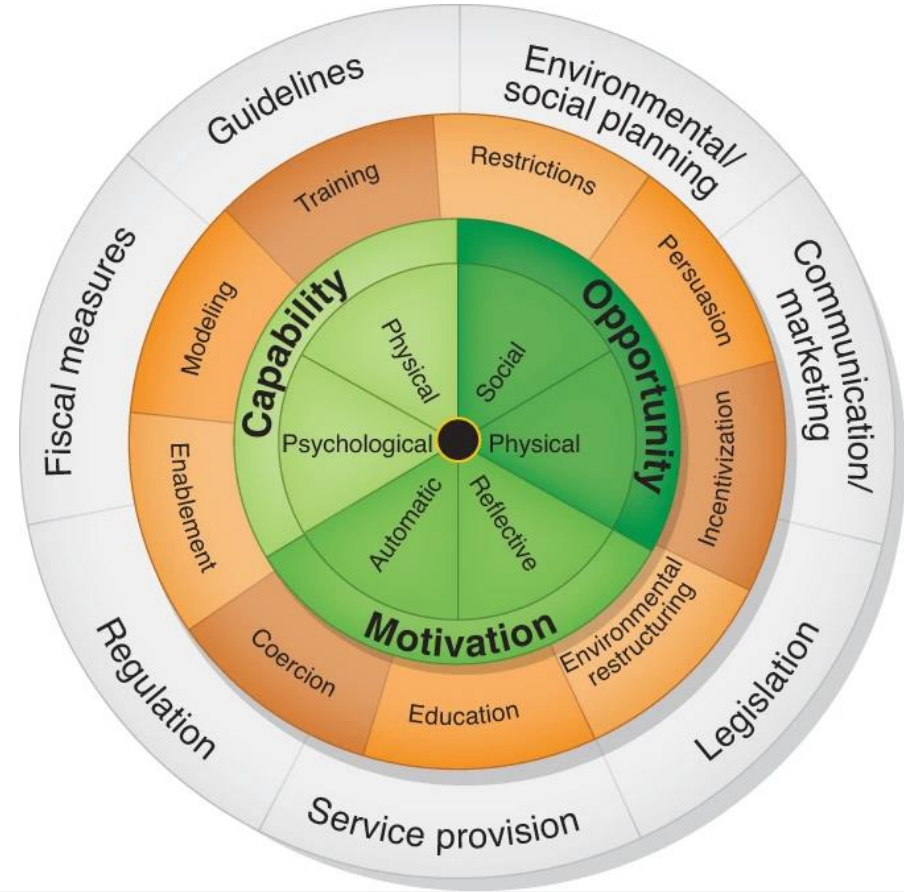
- Two evidence syntheses
- Website evaluation + survey

↳ 32 reasons

What can we do about it?

- Workshops
- Focus groups

↳ 128 ideas



The Behaviour Change Wheel

Why don't authors adhere?

- 1 + 2: Evidence syntheses
- 3: Website evaluation + survey

↳ 32 reasons

What can we do about it?

- Workshops
- Focus groups

↳ 128 ideas

Guidelines

Websites

People & policies

The Behaviour Change Wheel

Why don't authors adhere?

- 1 + 2: Evidence syntheses
- 3: Website evaluation + survey

↳ 32 reasons

What can we do about it?

- Workshops
- Focus groups

↳ 128 ideas

↳ 63 intervention components

↳ Prototype

Author interviews

Guidelines

Websites

People & policies

RESEARCH REPORTS

Standards for Reporting of Qualitative Research: A Synthesis of Recommendations

O'Brien, Bridget C. PhD; Harris, Ilene B. PhD

Author Information

Academic Medicine 89(9):p 1245-1251, September 2014

FREE SDC

Abstract

Purpose

Standards for reporting exist for many different types of qualitative research, but there is no broad spectrum of qualitative research reporting standards for reporting qualitative research across various paradigms, approaches, and methods.

Method

Supplemental digital content for O'Brien BC, Harris IB, Beckman TJ, Reed DA, Cook DA. Standards for reporting qualitative research: A synthesis of recommendations. *Acad Med*.

Supplemental Digital Appendix 2

Explanations and Examples of the 21 Items from the Standards for Reporting of Qualitative Research (SRQR) that the Authors Consider Essential for Complete Reporting of Qualitative Research

In this Appendix, we provide explanations to accompany the qualitative research (SRQR) presented in Table 2. We recognize that authors may not be able to report all recommended elements within each item. Correspondingly, we recommend that authors report each item and prioritize elements that are most relevant to the given study and their readership. We also acknowledge that some publishing traditions, journal preferences, and personal preferences may dictate a different sequence or organization of the items reported.

We identified recent (2011-2013) examples from journals that frequently publish qualitative research in medical education (*Academic Medicine*, *Advances in Health Sciences Education*).

No.	Topic	Item
Title and abstract		
S1	Title	Concise description of the nature and topic of the study identifying the study as qualitative or indicating the approach (e.g., ethnography, grounded theory) or data collection methods (e.g., interview, focus group) is recommended
S2	Abstract	Summary of key elements of the study using the abstract format of the intended publication; typically includes background, purpose, methods, results, and conclusions
Introduction		
S3	Problem formulation	Description and significance of the problem/phenomenon studied; review of relevant theory and empirical work; problem statement
S4	Purpose or research question	Purpose of the study and specific objectives or questions
Methods		
S5	Qualitative approach and research paradigm	Qualitative approach (e.g., ethnography, grounded theory, case study, phenomenology, narrative research) and guiding theory if appropriate; identifying the research paradigm (e.g., postpositivist, constructivist/interpretivist) is also recommended; rationale ^a
S6	Researcher characteristics and reflexivity	Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, and/or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results, and/or transferability
S7	Context	Setting/site and salient contextual factors; rationale ^b
S8	Sampling strategy	How and why research participants, documents, or events were selected; criteria for deciding when no further sampling was necessary (e.g., sampling saturation); rationale ^b
S9	Ethical issues pertaining to human subjects	Documentation of approval by an appropriate ethics review board and participant consent, or explanation for lack thereof; other confidentiality and data security issues
S10	Data collection methods	Types of data collected; details of data collection procedures including (as appropriate) start and stop dates of data collection and analysis, iterative process, triangulation of sources/methods, and modification of procedures in response to evolving study findings; rationale ^b
S11	Data collection instruments and technologies	Description of instruments (e.g., interview guides, questionnaires) and devices (e.g., audio recorders) used for data collection; if/how the instrument(s) changed over the course of the study
S12	Units of study	Number and relevant characteristics of participants, documents, or events included in the study; level of participation (could be reported in results)
S13	Data processing	Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/deidentification of excerpts
S14	Data analysis	Process by which inferences, themes, etc., were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale ^b
S15	Techniques to enhance trustworthiness	Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale ^b
Results/findings		
S16	Synthesis and interpretation	Main findings (e.g., interpretations, inferences, and themes); might include development of a theme or model or interaction with other



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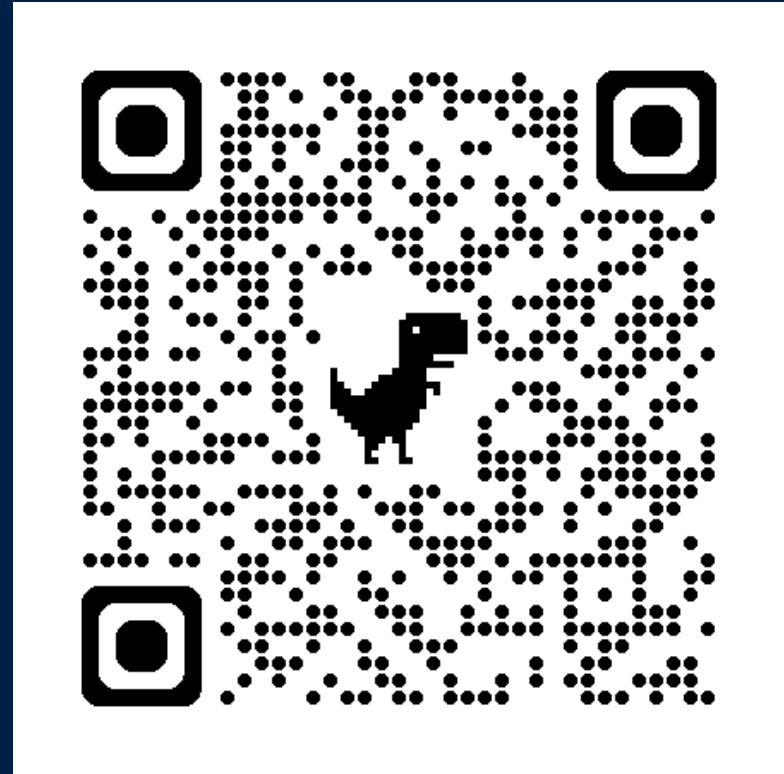
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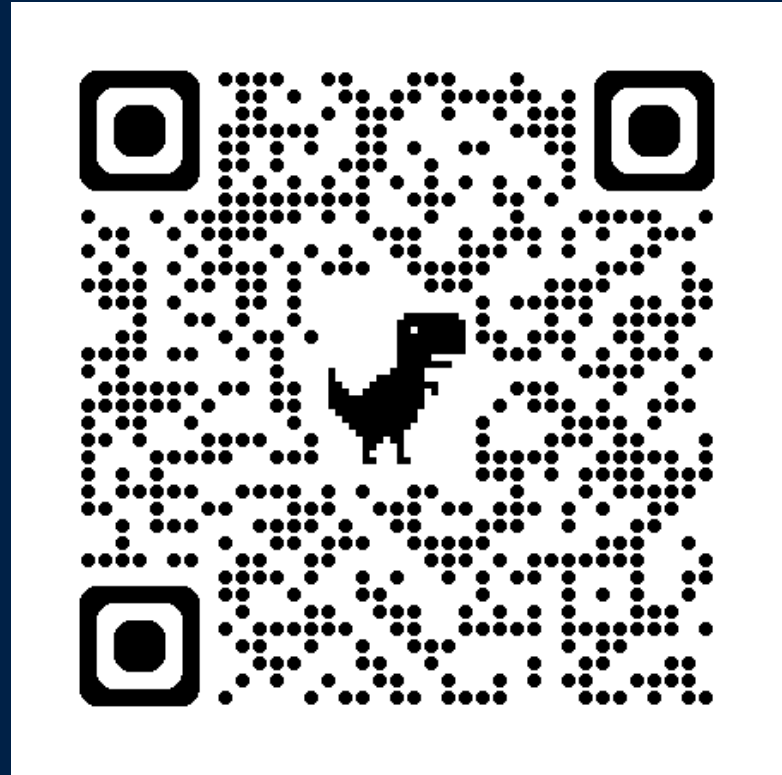
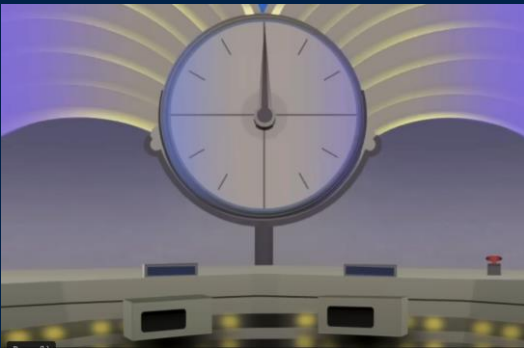
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Reporting guideline provided for? (i.e. exactly what the authors state in the paper)

Full bibliographic reference

Language

Pub Med ID

Relevant URLs (full-text if available)

Reporting of qualitative research

O'Brien BC, Harris AM, ... 1251.

24979285

Detailed description



> Acad Med. 2015

Standard synthesis

Bridget C O'Brien

Affiliations + expand

PMID: 24979285

Free article

Abstract

Purpose: Standards exist for the broad formulation and development of flexibility to accommodate



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No.	Topic	Item
Title and abstract		
51	Title	Concise description of the nature and topic of the study identifying the study as qualitative or indicating the approach (e.g., ethnography, grounded theory) or data collection methods (e.g., interview, focus group) is recommended
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56	Researcher characteristics and reflexivity	Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, and/or presuppositions; potential or actual interaction between researchers' characteristics and the research questions, approach, methods, results, and/or transferability
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63	Data processing	Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data integrity, data coding, and anonymization/deidentification of excerpts
64	Data analysis	Process by which inferences, themes, etc., were identified and developed, including the researchers involved in data analysis; usually references a specific paradigm or approach; rationale ^b
65	Techniques to enhance trustworthiness	Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale ^b
Results/findings		
66	Synthesis and interpretation	Main findings (e.g., interpretations, inferences, and themes); might include development of a theoretical model, alternative with prior

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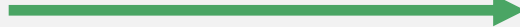
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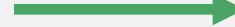
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Ohhhh

Noooooo



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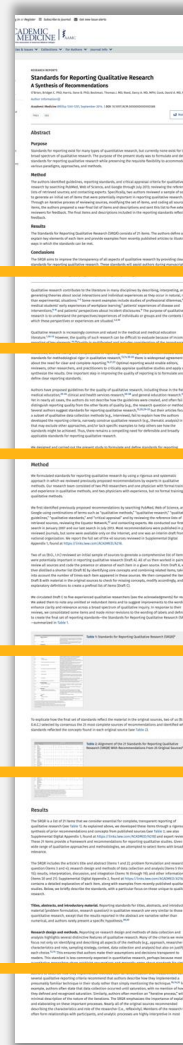
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“Does this apply to my study?”

“Can I trust it?”

“Is this a design standard?”



Item	Title and abstract	Item description
11	Title	Concise description of the nature and topic of the study identifying the study population and including the acronym (if applicable) commonly known or also commonly used for the acronym. Authors may, at their discretion, include a subtitle.
12	Abstract	Summary of the abstract of the study using the abstract format of the intended publication. Typically includes background, purpose, methods, results, and conclusions.
13	Introduction	Description and significance of the problem/question studied, review of relevant theory and empirical work, problem statement, Purpose of the study and specific objectives or questions.
14	Methods	Qualitative approach and research paradigm
15	Qualitative approach and research paradigm	Qualitative approach (e.g., phenomenology, grounded theory, case study, phenomenology, narrative research) and guiding theory (if applicable) identifying the research paradigm (e.g., constructivist, interpretive, interactionist) also recommended. Subsequent
16	Research characteristics and reflexivity	Researcher characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, research team, and generalizability of research findings. Reflexivity (e.g., researcher positionality, positionality of research questions, approach, methods, results, and/or transferability) and/or other contextual factors, relevant.
17	Consent	How and why research participants, documents, or artifacts were selected, criteria for including others or further sampling may necessary (e.g., sampling saturation, relevant).
18	Sampling strategy	Description of approach to an appropriate ethics review board and participant consent, or explanation for lack thereof, other confidentiality and data security issues.
19	Ethical issues pertaining to human subjects	Description of approach to an appropriate ethics review board and participant consent, or explanation for lack thereof, other confidentiality and data security issues.
20	Data collection methods	Type of data collected, details of data collection procedures including the appropriate time and use of data collection and analysis of the process, triangulation of instruments, and resolution of procedure or response to unexpected findings, relevant.
21	Data collection instruments and techniques	Description of instruments, forms, protocols, questionnaires, and devices (e.g., audio-recorders) used for data collection, discuss the instrument(s) chosen and the reason for the study.
22	Data of study	Number and relevant characteristics of participants, documents, or events included in the study, list of participants (used for reference in results).
23	Data processing	Methods for processing data prior to and during analysis, including transcription, data entry, data management and security, verification of data, coding, data analysis, and interpretation/identification of
24	Data analysis	Process by which inferences, themes, etc., were identified and interpreted, including the use of data management and security, verification of data, coding, data analysis, and interpretation/identification of
25	Techniques to enhance trustworthiness	Techniques to enhance trustworthiness (e.g., member checking, triangulation, audit trail, triangulation, relevant).
26	Results/findings	Main findings (e.g., observations, inferences, and themes) might include description of a theory or model or integration with prior research in theory.
27	Links to empirical data	Excerpt (e.g., quotes, field notes, text excerpts, photographs) to substantiate analysis findings.
28	Discussion	Best explanation of main findings, explanation of how findings and conclusions connect to, support, extend, or challenge conclusions of earlier scholarship, discussion of scope of application, generalizability, identification of novel contributions to scholarship in the discipline or field.
29	Limitations	Strengths and limitations of findings.
30	Other	Relevant sources of influence or potential influence on study conduct and conclusions have these were relevant.
31	Funding	Source of funding and other support, role of funders in data collection, interpretation, and reporting.

Supplemental Digital Appendix 2

Explanations and Examples of the 21 Items from the Standards for Reporting Qualitative Research (SRQR) that the Authors Consider Essential for Complete, Transparent Reporting of Qualitative Research

(SRQR) presented in Table 2. We recognize that authors may not be able to report on all recommended elements within each item. Correspondingly, we recommend that authors consider each item and prioritize elements that are most relevant to the given study, findings, context, and readership. We also acknowledge that some publishing traditions, journal requirements, and personal preferences may dictate a different sequence or organization of the information reported.

We identified recent (2011-2013) examples from journals that frequently publish qualitative research in medical education (*Academic Medicine*, *Advances in Health Sciences Education, Medical Education*, *Medical Teacher*) to illustrate each standard.




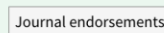
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Use SRQR to confidently describe qualitative research so that others can find, understand, and use your work.

SRQR is endorsed by hundreds of journals and was developed by experienced researchers using a thorough process.

 Citations 5.8k  Journal endorsements 500+

Full Title: Standards for Reporting Qualitative Research

Authors: Bridget O'Brien, Ilene Harris, Thomas Beckman, Darcy Reed, David Cook

DOI: 10.1234/equator/1010101 Version: 1.1

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Item 5. Qualitative approach and research paradigm:

The research paradigm is the set of beliefs and assumptions that guide the research process. These commonly include positivist, post-positivist, constructivist or interpretivist, and critical theory. Qualitative research generally draws from a post-positivist or constructivist/interpretivist paradigm. We recommend identifying the research paradigm so that readers understand whether the researcher assumes that there is a single, objective reality (positivist or post-positivist) and has thus designed the study to describe this reality or whether the researcher assumes multiple, subjective realities and designed the study to describe these multiple realities, with no attempt to merge or reconcile these realities (constructivist/interpretivist). The paradigm has implications for the study design, approach, methods, and techniques to ensure rigour and trustworthiness.

Qualitative research includes an array of approaches and methodologies, both general (e.g., qualitative content analysis, general inductive approach) and specific (e.g., ethnography, grounded theory, phenomenography). Since the research paradigm does not necessarily dictate particular approaches or methods, the approach should also be clearly defined. Stating the approach provides readers the opportunity to evaluate the fidelity of the research approach to the research question(s) and consider the rationale for modifications and deviations from the selected approach. Qualitative research also includes an array of methods that can be used across paradigms and approaches. (See also Item 10) The researcher should explain why the selected approach is appropriate for the research question, and provide references to theories or traditions that guide the use of the approach as needed.

Item 5. Qualitative approach and research paradigm:

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Item 5. Qualitative approach and research paradigm:

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Item 5. Qualitative approach and research paradigm:

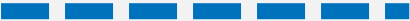
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Item 5. Qualitative approach and research paradigm:

[Redacted text]


[Redacted text]

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Item 5. Qualitative approach and research paradigm:

The research paradigm is the set of beliefs and assumptions that guide the research process. These commonly include positivist, post-positivist, constructivist or interpretivist, and critical theory. Qualitative research generally draws from a post-positivist or constructivist/interpretivist paradigm. We recommend identifying the research paradigm so that readers understand whether the researcher assumes that there is a single, objective reality (positivist or post-positivist) and has thus designed the study to describe this reality or whether the researcher assumes multiple, subjective realities and designed the study to describe these multiple realities, with no attempt to merge or reconcile these realities (constructivist/interpretivist). The paradigm has implications for the study design, approach, methods, and techniques to ensure rigour and trustworthiness.

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5. Qualitative approach and research paradigm

Describe your qualitative [approach](#), your guiding theory (if appropriate), and identify the [research paradigm](#).³

Explain why the selected approach is appropriate for the research question.

Provide references to theories or traditions that guide the use of the approach as needed.

If you don't know what your approach or paradigm was, or you don't think you had one, it's OK to reflect on this *after* collecting data and you should still report it. Read [this list](#) to see what best describes your work.

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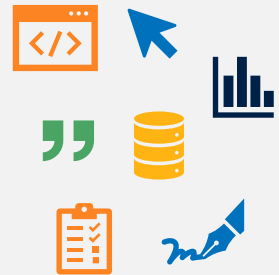
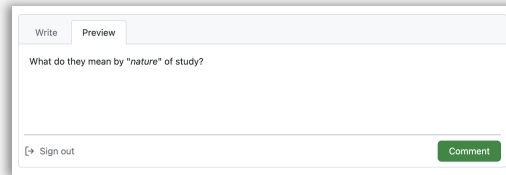
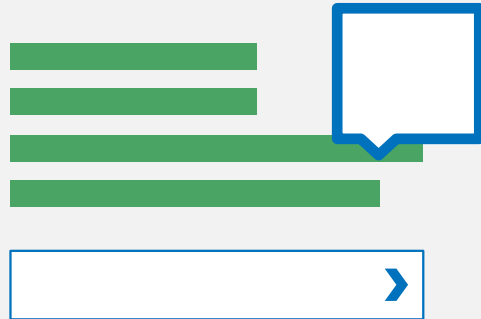
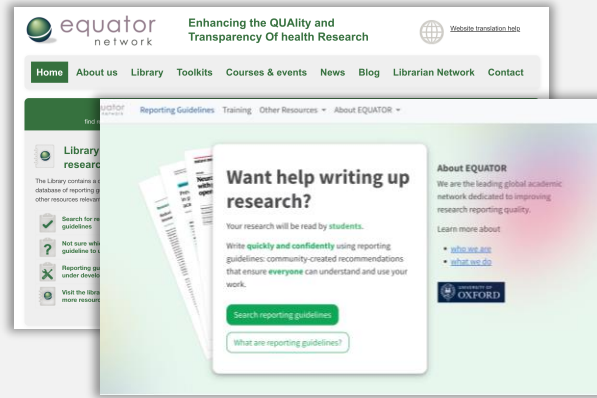
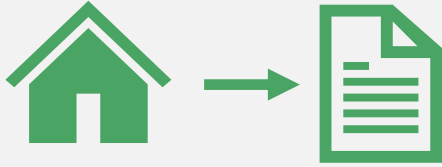
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