## 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



## **Behaviour Change Wheel**

### Why don't authors adhere?

- Two evidence syntheses
- Website evaluation + survey
- L 32 reasons

## What can we do about it?

- Workshops
- Focus groups
- L 128 ideas



# The Behaviour Change Wheel

### Why don't authors adhere?

- 1 + 2: Evidence syntheses
- 3: Website evaluation + survey
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- Workshops
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# The Behaviour Change Wheel

### Why don't authors adhere?

- 1 + 2: Evidence syntheses
- 3: Website evaluation + survey
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### What can we do about it?

- Workshops
- Focus groups
- L 128 ideas
  - ↓ 63 intervention components

# L Prototype Author interviews



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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
52	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	
53	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 <sup>6</sup>
S6	Researcher characteristics and reflexivity	Researchers' characteristics that may influence the research, including personal attributes, qualifications/experience, relationship with participants, assumptions, and/or prevential 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 <sup>b</sup>
58	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 <sup>b</sup>
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
\$10	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 <sup>6</sup>
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)
\$13	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
\$14	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 <sup>b</sup>
S15	Techniques to enhance trustworthiness	Techniques to enhance trustworthiness and credibility of data analysis (e.g., member checking, audit trail, triangulation); rationale <sup>b</sup>
	Results/findings	
S16	Synthesis and interpretation	Main findings (e.g., interpretations, inferences, and themes); might



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## "Explanations and Examples of the 21 Items..."



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	report	3 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
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		Results/findings	
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## ???





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"how to go about writing something" (ECR from India)

*"what the heck are reporting guidelines?"* (Researcher from South Africa)

nature me



# Want help writing up research?

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"Does this apply to my study?"

## "Can I trust it?"

"Is this a design standard?"

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# The SRQR guidelines for writing qualitative research articles

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

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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 Translations: II French

What are reporting guidelines and why should you use them?

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#### How to use this guideline

- 1. Read the full guidance below.
- 2. Write your manuscript. Use a template if you like.
- 3. Cite this guideline in your manuscript.

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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Describe your qualitative approach, your guiding theory (if appropriate), and identify the research paradigm.<sup>3</sup>

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 <u>this list</u> to see what best describes your work.

Justification and Examples

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What do they mean by "nature" of study?	
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# Thank you!

Supervisors: Charlotte Albury, Jennifer de Beyer, Michael Schlüssel, Gary Collins

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