

10-00 Integrating Your Data Practical

Integration of Qual/Quan Data

- Outstanding Methodological Challenge
- Limited Repertoire of Models
- Methods of Presentation
 - Narrative Synthesis
 - Tabular Methods
 - Graphical Methods

Objectives of Integration

- To juxtapose two bodies of evidence
 - To use qualitative to illuminate quantitative
 - To identify differential (quantitative) effects from different (qualitative) “components”

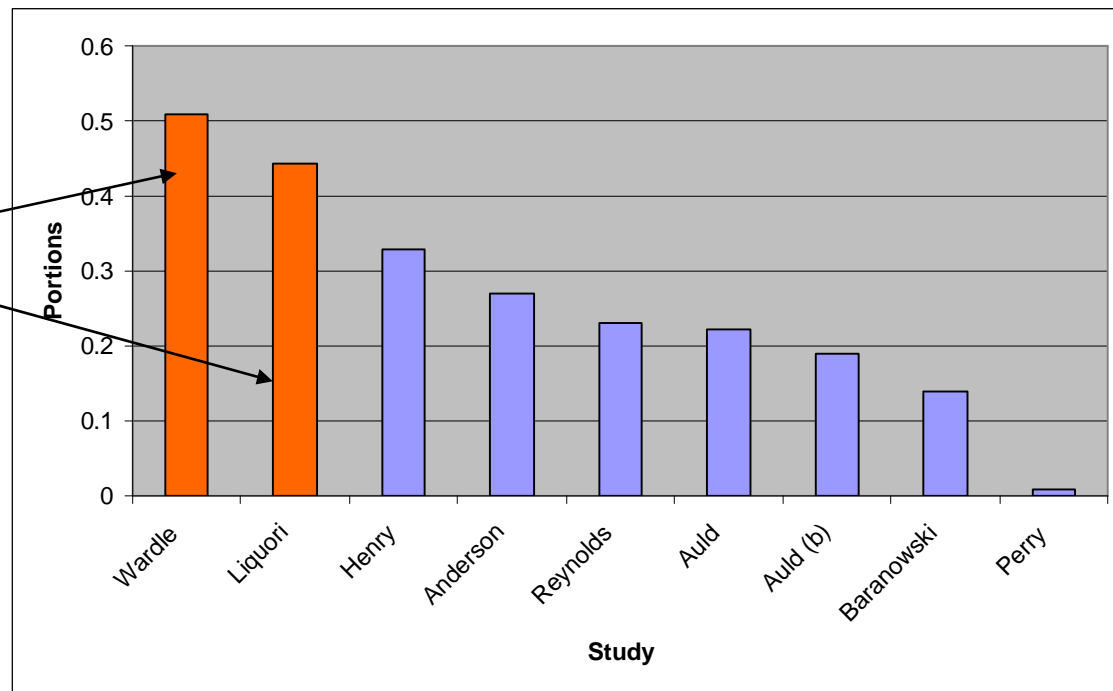
Tabulation (EPPI-Centre)

Children's views	Trials	
Recommendation for interventions	Good quality	Other
Do not promote fruit and vegetables in the same way	0	0
Brand fruit and vegetables as an 'exciting' or child-relevant product, as well as a 'tasty' one	5	5
Reduce health emphasis in messages to promote fruit and vegetables particularly those which concern future health	5	6

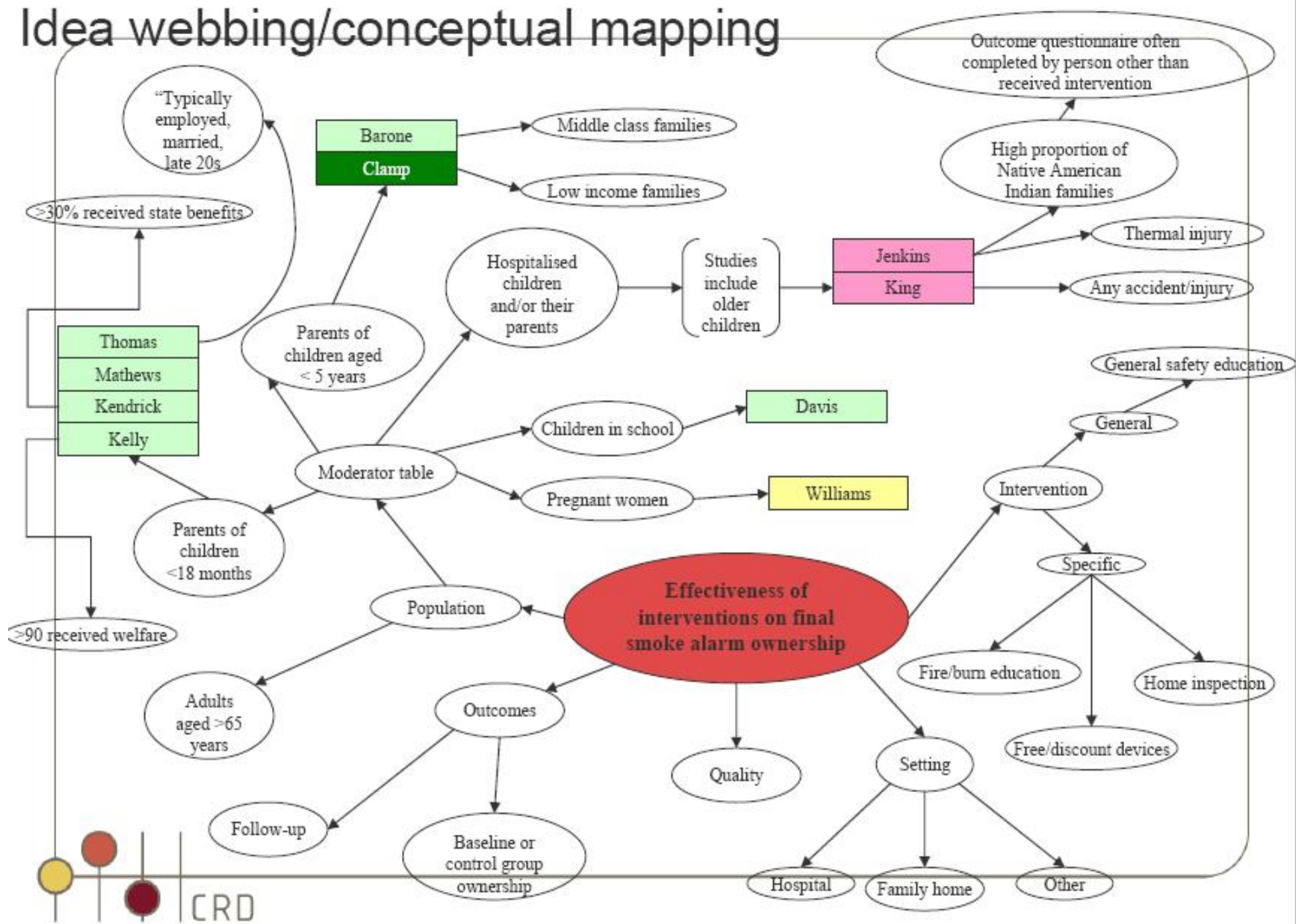
Graphical (EPPICentre)

Increase (standardised portions per day) in vegetable intake across trials

Little or no emphasis on health messages



Idea webbing/conceptual mapping



Graphical/Tabular

Reference	Intervention	Population	Setting	Absolute difference (%)	% smoke alarm ownership in control group
Barone (1988)	Burn education	Slides	Handouts	4.5	9
Clamp (1998)	Safety advice	Discount devices	Handouts	12.2	8
Davis (1987)	Fire safety lessons		Take home material for parents.	5.2	6
Jenkins (1996)	Discharge teaching book on burn care/prevention			-2.8	7
Kelly (1987)	Child safety education		Home safety inspection Handouts	3.4	1
Kendrick (1999)	Safety advice First aid training	Discount devices	Home safety inspection	3.2	9
King (2001)	Tailored education Reinforcement	Discount coupons	Home safety inspection	-1.6	9
Mathews (1988)	Video Modeling re safety	Free thermometers and choke tube.	Home safety inspection Handouts	8.3	7
Thomas (1984)	Well-baby classes plus burn prevention education lecture.	Discount smoke alarm coupon	Handouts Pamphlet	12.4	8

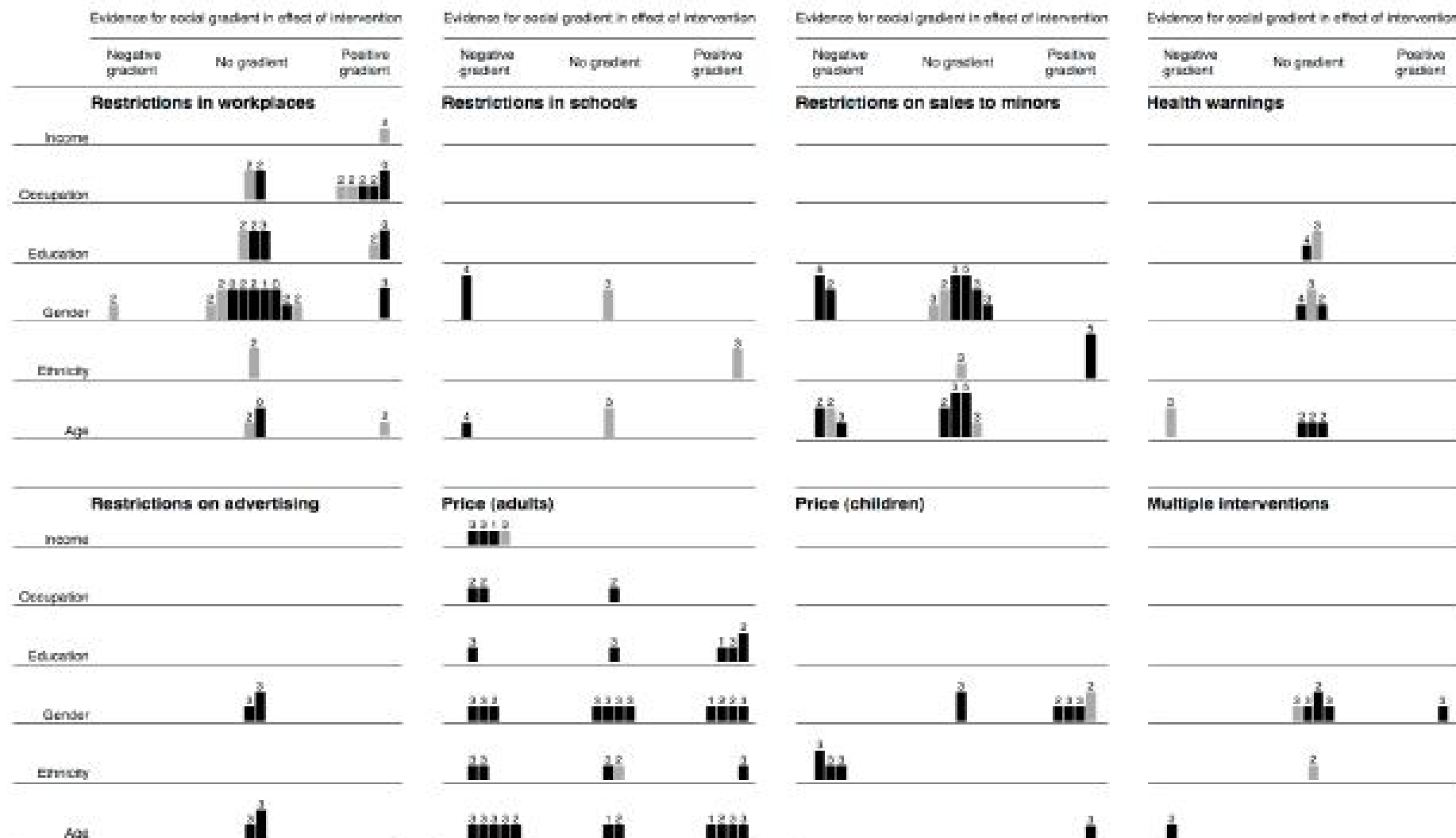


Figure 1
Evidence for social gradients in effects of all categories of intervention. A 'supermatrix' covering all categories of intervention consisting of six rows (one for each dimension of inequality) and three columns (one for each of the three competing hypotheses about the differential effects of each category of intervention). Each study is represented by a mark in each row for which that study had reported relevant results. Studies with 'hard' behavioural outcome measures are indicated with full-tone (black) bars, and studies with intermediate outcome measures with half-tone (grey) bars. The suitability of study design is indicated by the height of the bar. Each bar is annotated with the number of other methodological criteria (maximum six) met by that study. See *Methods: Plotting the distribution of the evidence* for further explanation.

Exercise

- Review Quantitative and Qualitative Data provided
 1. Identify which studies show a significant effect size for individual outcomes
 2. Review individual study details against five themes identified by Roberts & Noyes (2009) [Cols 7-11]
 - a) Which themes are **supported** by the individual study details?
 - b) Which themes are **not supported/negated** by the individual study details?
 - c) Are any **additional themes** suggested by the individual study details?