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

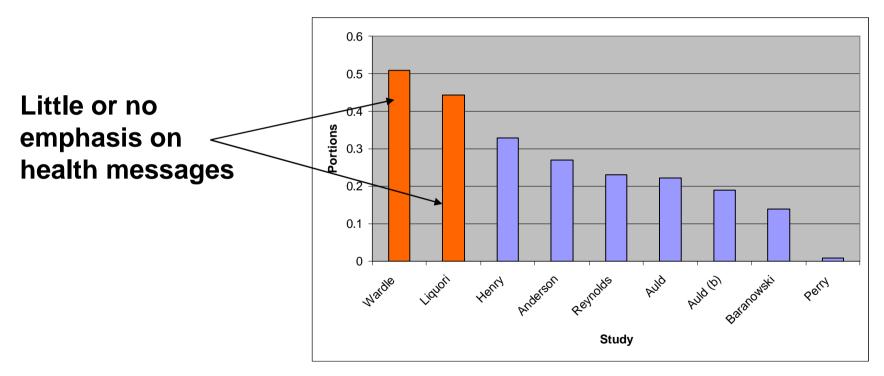
- To juxtapose two bodies of evidence
 - To use qualitative to illuminate quantitative
 - To identify differential (quantitative) effects from different (qualitative) "components"

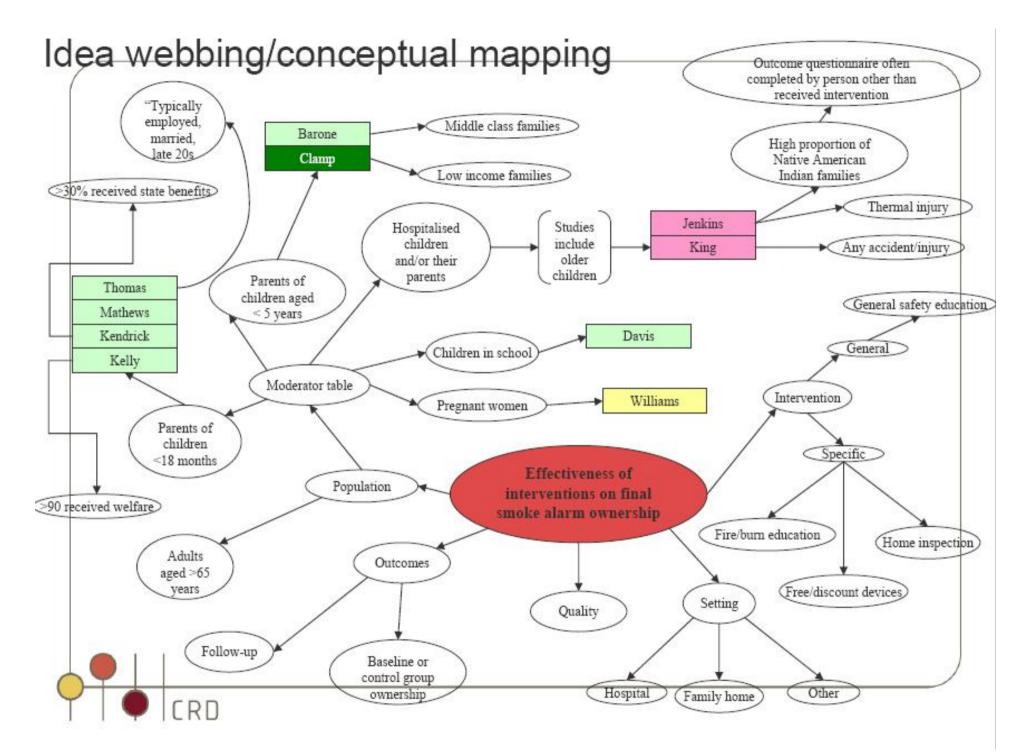
Tabulation (EPPI-Centre)

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				



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





Graphical/Tabular

Reference	Intervention			Population	Setting	Absolute difference (%)	% smoke alarm ownership i control group	
Barone (1988)	Burn education	Slides	Handouts	Parents of toddlers	Hospital, family home	4.5		
Clamp (1998)	Safety advice	Discount devices	Handouts	Parents of children <5yrs	Family home, other	12.2		
Davis (1987)	Fire safety lessons		Take home material for parents.	Children	School	5.2		
enkins (1996)	Discharge teaching book on burn care/prevention			Children <17yrs	Hospital burn unit	-2.8		
Celly (1987)	Child safety education		Home safety inspection Handouts	Families of babies <6mths	Family home	3.4		
Cendrick (1999)	Safety advice Discount devices First aid training		Home safety inspection	Families of babies 3- 12mths	Community	3.2		
Ling (2001)	Tailored education Reinforcement	Discount coupons	Home safety inspection	Families of hospitalized children <8yrs	Family home	-1.6		
fathews (1988)	Video Modeling re safety	Free thermometers and choke tube.	Home safety inspection Handouts	Mothers of toddlers (12- 18mths)	Family home	8.3		
'homas (1984)	Well-baby classes plus burn prevention education lecture.	Discount smoke alarm coupon	Handouts Pamphlet	Parents of infants	Hospital(?)	12.4		

Exidence for social gradient in effect of intervention			Evidence for easial gradient in effect of intervention			Evidence for social gradient in effect of intervention			Evidence for eacial gradient in effect of intervention			
	Negative gradient	No gradient	Poetive gradient	Negative gradient	No gredient	Positiva gradient	Negative gradient	No gradient	Positive gradient	Negative gradient	No gradient	Positive grächent
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Figure I

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: Noting 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
- 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?