Phenomenology "The lived Experience"

• Greek Phainomenon (appearance, manifestation) and logos (the science of).

•refers to reasoned inquiry into the nature of appearances .

• an approach to research that seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it

• describes the meaning for several individuals of their lived experiences of a concept or a phenomenon

• the search for the "essence of things" that cannot be revealed by ordinary observation *An essence = structure of essential meanings that explicates a phenomenon of interest, it's what makes the phenomenon to be that very phenomenon.*

•helps researchers to apprehend lived experience within a specific group (ex: experience of illness, such as clinically inflicted pain).

•Interested in everyday way in which people make sense of their "being" in the world.

•At it's core lies the attempt to describe and understand phenomena as experienced by individuals who have lived through them.

•Edmund Husserl, German Mathematician, is the father of phenomenology.

•Moustakas is a major name in phenomenology today.

•Each person has a unique view of the world, and a particular social reality which is as true as anybody else's reality.

•The type of problem best suited for phenomenology is: when it is important to understand several individuals' common or shared experiences of a phenomenon.

Goal of Phenomenology

•describe the meaning of experience both in terms of What was experienced? and How it was experienced?

•By examining an experience as it is subjectively lived, new meanings and appreciations can be developed to inform, or even re-orient, how we understand that experience.

•The goal is to produce a brief statement that succinctly evokes the phenomenon

Assumptions

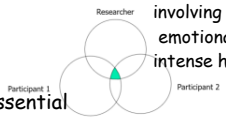
• human experience is inherently subjective

•Within these subjective experiences are essential structures that characterize the experience

•The way to gain access to these structures is through description of experiences

Fields use phenomenology:

•Social sciences
•Health sciences
•Psychology
•Nursing
•Education
•in general research Qs involving affective, emotional, and often intense human experience



•Researcher's own experiences are included as a part of the study Since the essence is universal so it's true for both

Two very different branches

1.Descriptive (Transcendental) : Focus less on researchers interpretation and more on describing experiences of participants.

•The goal of the researcher is to achieve **transcendental Subjectivity:** the impact of the researcher on the inquiry is constantly assessed and biases and preconceptions neutralized, so that they do not influence the object of study.

•It's transcendental because the researcher sees the phenomenon newly, as for the first time. More simply: It is an attempt to approach a lived experience with a sense of "newness" to elicit rich and descriptive

•The researcher is to stand apart, and not allow his/her subjectivity to inform the descriptions offered by participants.

** **bracketing:** Researchers setting aside their pre understanding and acting non-judgmentally (Epoche) A methodological device of phenomenological inquiry that requires deliberate putting aside one's own belief about the phenomenon or what one already knows about the subject prior to and throughout phenomenological investigation to better examine the consciousness itself.

-ex: a study could be designed to have multiple researchers triangulate their reductions (researchers triangulation) to confirm appropriate bracketing was maintained.
-Alternatively, a study could involve validation of data via member checking (participant validation) to ensure that the identified essences resonated with the participants' experiences

2. Interpretive (Hermeneutical): Reflecting on lived experiences with researcher interpretation . hermeneutic derived from the name Hermes= Greek god who was responsible for making clear, or interpreting, messages between gods .

• acknowledges that pre understanding cannot be eliminated or "bracketed".

•Researchers can interpret a phenomenon only through their own experiences. The present can be understood only through the past, and the past can be understood only through the present.

•Heidegger says: being in the world , emphasize that humans cannot abstract themselves from the world. Therefore, it is not the pure content of human subjectivity that is the focus of a hermeneutic inquiry but, rather, what the individual's narratives imply about what he or she experiences every day.

Design characteristics in Phenomenology

-Purposive samples of 5-25 usually going for saturation.
- individuals must have experienced the phenomenon.
-The more diverse the people, the harder it is to find common experiences.
-Data collection is by interview of the groups or individual that are verbatim, taped, and field notes .
-Data collection is directly tied to analysis, that eventually is coded or structured into themes.

Research Questions

•What is the essential meaning of an experience?
•What does this experience mean?
•How does the lived world present itself to the participant or to me as the researcher?

For example:

•What is the essence of being a mother?
•What is the essential structure of a caring nurse client interaction ?
•What is it like to be bored?
•What is it like to experience a heart transplant/ empathy/ pain?

Procedures in Phenomenological approach

1. Determine if phenomenological approach is best
•Do several people share a common experience?
•Can you develop policies, practices or develop deeper understanding of the features of the phenomenon?
2. Define the phenomenon of interest to be studied
3. Recognize and understand the philosophy behind phenomenology including bracketing, objective reality and individual experience.
4. Collect data through multiple in depth interviews or other forms of collection
5. Begin with the broad "What" and "How" questions. Proceed with broader open ended Qs to gather textural and structural data

Phenomenological Data Collection

Interview In depth/ Participation observation
Conversation/Action research/ Focus Meeting
Analysis of Personal Texts (Diary Writing)

Interviews in Phenomenology

•the most dominant method for data collection in phenomenological research.
•Seidman's : required 3 interviews/ person, wherein the first is a focused life history that provides context, followed by an interview aimed to reconstruct the experience with its relationships and structures, and finally an interview that allowed the respondent to reflect on the meaning of his or her experience.
•researcher is free to structure the interview in a way that enables a thorough investigation.

interview must contain 3 main domains:

1.contextualization (natural attitude and lifeworld).
2. apprehending the phenomenon (modes of appearing, natural attitude).
3. clarifying the phenomenon (imaginative variation and meaning).

Data Analysis in Phenomenology

•Horizontalization: Laying out all the data to examine it as equals.
•Highlight significant statements that provide understanding of participants' experiences.
•Organize the data into clusters and themes.
•Phenomenological Reduction: Process of continually returning to the essence of the experience to derive inner meaning.

Strengths of Phenomenology

 give a better understanding of the real life situation and experiences
Good at surfacing deep issues and making voices heard, helps individuals to connect to the phenomenon and possibly group.
 the ability to query and probe in depth issue of a phenomenon
Findings are allowed to emerge rather than being imposed by investigator

Challenges of Phenomenology

•Bracketing personal experiences may be difficult for the researcher to implement.
•The participants in the study need to be carefully chosen to be individuals who have all experienced the phenomenon in question .

Conclusion

The product of a phenomenological study is a " composite description that presents the ' essence ' of the phenomenon, called the essential, invariant structure (or essence)which represents the structure of the experience being studied.
" The reader should come away from the phenomenology with the feeling, ' I understand better what it is like for someone to experience that '

Example

1 How can tomorrow's doctors be more caring? Phenomenological
2 investigation

Grounded Theory (GT)

•Barney G. Glaser and Anselm L. Strauss, are the creators of Grounded Theory (GT) method in their book ' The Discovery of the Grounded Theory: Strategies for Qualitative Research ' in late 1960s, the term GT is used in a more sense to denote theoretical constructs derived from qualitative analysis .

• is often used to describe research that does not start from some prior theoretical understanding of what is going on (process), but works inductively, or from the ground up to build a theory of what is going on .

• a systematic (uses systematic set of procedures) qualitative research methodology in which the inquirer generates a general explanation (a theory) of a process("What is going on here") , action, or interaction grounded in the views of participants in the study about a topic.

• 'a set of integrated conceptual hypotheses systematically generated to produce an inductive theory about a substantive area' .

• 'theory that was derived from data, systematically gathered and analyzed through the research process' .

• 'a method of conducting qualitative research that focuses on creating conceptual frameworks or theories through building inductive analysis from data.

• 'process by which theory is generated from the analysis of data'.

**The overarching goal is to develop theory. So may be carried out related to research phenomena or objects, which lack a (sufficient) theoretical foundation.

•A key idea is that this theory development does not come "off the shelf," but rather is generated or "grounded" in data from participants who have experienced the process (limitations: GT avoids literature review).

•It may be, that no theory exists for the phenomena under study or that the existing theories are insufficient in:

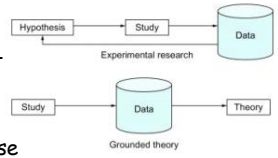
O they lack important concepts;

O the relationships among the concepts are not elaborated enough;

O the relevance of the concepts and their relationships has not been corroborated for the population or the context under study

•So it doesn't only code data for concepts (e.g., older adults recognize the importance of preventative approaches to health, most commonly mentioned being the winter flu vaccine) but also identify relationships between concepts/categories (variables) to build substantive theory (e.g., social class features as the strongest explanation of the likelihood of seeking flu vaccination in the sample)

•GT is a research method that operates almost in a reverse fashion from traditional research and at first may appear as contradiction to scientific method, that's why some researchers refer to it as the "reverse engineered" hypothesis. See pic



Categories have properties = multiple perspectives and dimensionalized

O properties presented on a continuum(color) .

O Properties hue, tone, shade, intensity

O Dimensions of shade (dark, light).

•E.g. watching has frequency, duration, extent, intensity.

•information passing has amount of info., manner of passing etc.

Coding =a Process in which data are fractured, conceptualized and reordered in a new way in which « codes » are given to parts of sentences, whole sentences, paragraphs.

Coding quantitative/qualitative

•The main categorizing strategy in qualitative research is coding while quantitative consists of applying a preestablished set of categories to the data according to explicit, unambiguous rules, with the primary goal being to generate frequency counts of the items in each category.

• the goal of coding is not to count things, but to "fracture" the data and rearrange them into categories that facilitate comparison between things in the same category and that aid in development of theoretical concepts."

How to give a code: ask and answer questions

•Of what general category is this item of data an instance?
•What does this item of data represent?
•What is this item of data about?
•Of what topic is this item of data an instance?
•What question about a topic does this item of data suggest?
•What sort of As to a Qs about a topic does this item imply?
•What is happening here?
•What are people doing?
•What do people say they are doing?
•What kind of event is going on?

Grounded Theory Design- systematic Design

1-Open Coding: properties and dimensionalized properties.
• the initial phase of coding.
•The process begins with the collection of raw data (e.g., interviews, fieldnotes, art, reports, diaries).
•The intent is to break down the data into segments in order to interpret them.
•Detailed word by word and line by line analysis is conducted by researchers asking what is going on.
•The researcher discovers, names, defines, and develops as many ideas and concepts.

2-Axial Coding: researcher selects one open coding category and places it at the center as the Central Phenomenon and then relates all other categories to it.
• a stage in analysis after open coding, where the researcher seeks to make links and find relationships between the concepts and categories derived from open coding.
• the process of **determining hypotheses about the relationships between a category and its subcategories**, ex, conditions, context, action/ interaction strategies and consequences'.
•'As our goal was not to create a whole new theory, we only used open and axial coding to identify the main categories and to make connections between them, hereby identifying causal conditions, context, strategies and intervening conditions.
•rather than look for any and all kind of relations, GT emphasize causal relationships, and fit things into a basic frame of generic relationships.
•Aims to integrate codes around axes of central categories'; the essence of axial coding is interconnectedness of categories. Hence codes are explored, interrelationships are examined, and codes and categories are compared.
•The word 'axial' is intended to put an axis through data. to connects identified categories in open coding. SO puts categories back together in order to explore theoretical possibilities.

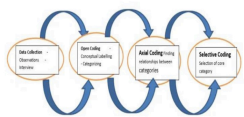
Axial coding process

•Data has been entirely coded
•Objective of involves model development
Look for:
-**Causal conditions:** what influences the central phenomenon, events, incidences, happening
-**Strategies:** How actors address the phenomenon?
-**Context**: When, where, with whom?
-**Intervening conditions**: What factors constrain strategies?
-**Actions:** How are strategies enacted?
-**Consequences:** What are the consequences?
-**Put the model together**
O Exploring relations among categories, making connections between them (Cause and Effect)
O Specifying the moderating conditions, and intervening states that may play a role in shaping outcomes.
Specify model discursively: When I have (condition) arthritic pain (phenomenon) , I take aspirin (strategy). After a while, I feel better (consequence).
-Look for confirmation in the data & look for possible exceptions (don't refute model but may suggest additional moderators).
•**Model**= Causal conditions => Central Phenomenon =>context => intervening conditions => Action/ interaction strategies => Consequences. See pic next page

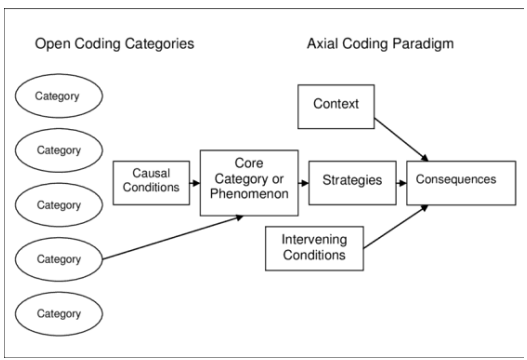
Theoretical sampling

•Data analysis and data collection proceed together.
•Data analysis begins to develop theories (explanations) that suggest further cases to sample.
 Use these to elaborate and refine emerging theoretical categories
 Develop properties till no new ones emerge.

Coding in Grounded Theory
Source (Cho & Lee, 2014)



3-Selective Coding: writing a theory based on interrelationship of categories from axial coding
•Focus on most important categories (core). Try to form a theory explaining subject of investigation.
O Accounts for most of variation
O Most other categories relate to it
• Systematically relating the core category to other categories and filling in categories that need further refinement.



Unique features of Grounded Theory

1. Simultaneous involvement in data collection and analysis phases of research.
-Researcher's emerging analysis shapes his or her data collection procedures.
-Insights emerging from early data shape further data collection, which in turn adds to existing understanding, and so on until 'saturation' occurs.
Ex : using the data analysis of the first interviews to modify the interview format in order to explore certain concepts in more depth.
2. Creation of analytic codes and categories developed from data, not from preconceived hypotheses.
3. Memo making: informal analytic notes about the data and theoretical connections between categories.

4. Theoretical sampling: starting by interviewing a small number (sometimes just one or two) whose characteristics are relevant to the study, and selecting further participants on the basis of the information gathered .
Ex: in a study of maternity care services use among immigrants of African origin, starting with participants who fit this broad selection criteria before starting to purposively select some who are Muslim, others who are Christian, because early interviews suggested the importance of religion in inclination to access services.

- Sampling ceases in GT studies when categories are well described and dimensionalized . This is known as "saturation" of the data which is not dependent on the amount of data that has been collected and analyzed, but rather occurs when no significant new insights are emerging

5. Employment of Constant Comparative Method (CCM).
theory emerges while constantly comparing data from different categories
If a label appears repeatedly then the researcher can be satisfied with its existence.

6. Delay of the literature review
-GT supports initial data collection and preliminary analyses before attempting to incorporate previous research literature, Pre-existing knowledge about the topic is deliberately withheld until initial data collection and analysis are complete, in order to prevent it from influencing the research findings.
-GT focuses on Emergence, that is, a research should start from a position where the researcher knows nothing about what they are studying, so that all concepts truly emerge from the data.

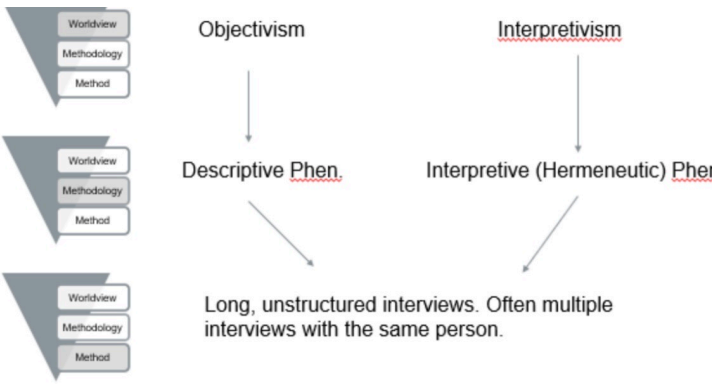
Challenges of Grounded Theory

•Truly inductive analysis is not possible and is always limited by the unconscious application of prior knowledge to thematic analysis process either from the researcher's own experience or from their reading of the literature.
•The researcher faces the difficulty of determining if categories are saturated or theory is sufficiently detailed.
- use of discriminant sampling The final phase in GT.
-Researchers gathered additional information from individuals similar to those people initially interviewed to determine if the theory holds true for these additional participants.
•Studies are often limited by the available time or funding, and where smaller numbers of interviews are analyzed there is a danger that the results may be incomplete and that the
effect of bias may be greater.

Axial coding model

Model component	Description	How to identify	Example
Causal condition	events or incidents that lead to the occurrence of a phenomenon	Point out by: when, while, since, because, due to, on account of.	breaking a leg
Phenomenon	central idea	Ask: what is this data referring to?	pain
Context	Set of properties and that pertain to a phenomenon and conditions within the strategies are taken	Under the specific condition…	Located in, of high intensity
Intervening conditions	Broad and general condition bearing upon strategies	Time, space, culture, economic and technological status, career, history and individual biography.	Person age, other illnesses, past history with pain
Action / Interaction strategies	Respond, handle, carry out a phenomenon	Action oriented verbs or participles	Keep warm, go for emergency help
Consequences	Outcomes to a phenomenon	Events or happenings, actual or potential.	Pain relief

Done by :Amal Awwad



Phenomenology Example

- Ouelette, Achille & Paquet, 2009 (Article title: The Experience of Kidney Graft Failure: Patients' Perspectives).
- "How do patients experience kidney graft failure"
  - Develop a comprehensive description of the way individuals constructed meaning out of this experience.
- Analysis of data identified five themes which the authors then compared to an existing theoretical framework about psychosocial transition

Phenomenological interview

Source: (Bevan, 2014)

Phenomenological Attitude	Researcher Approach	Interview Structure	Method	Example Question
Phenomenological Reduction (Epoché)	Acceptance of Natural Attitude of Participants	Contextualization (Eliciting the Lifeworld in Natural Attitude)	Descriptive/Narrative Context Questions	"Tell me about becoming ill," or "Tell me how you came to be at the satellite unit."
	Reflexive Critical Dialogue With Self	Apprehending the Phenomenon (Modes of Appearing in Natural Attitude)	Descriptive and Structural Questions of Modes of Appearing	"Tell me about your typical day at the satellite unit,"or "Tell me what you do to get ready for dialysis."
	Active Listening	Clarifying the Phenomenon (Meaning Through Imaginative Variation)	Imaginative Variation: Varying of Structure Questions	"Describe how the unit experience would change if a doctor was present at all times."

Figure 1. A structure of phenomenological interviewing.