



# Qualitative In-Depth Interview Training



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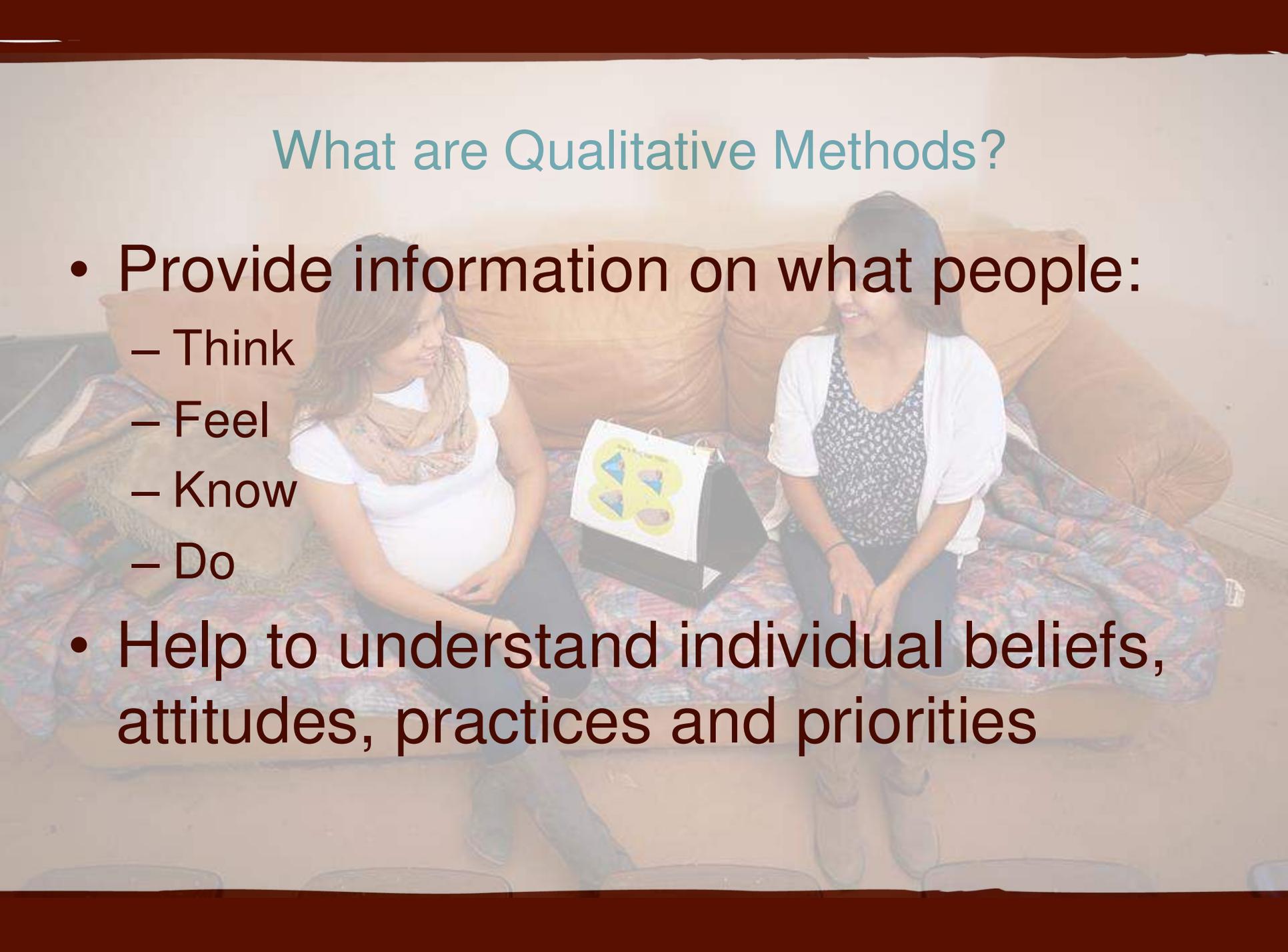
# INTRODUCTIONS

- Name
- Role on project
- Experience with qualitative data collection

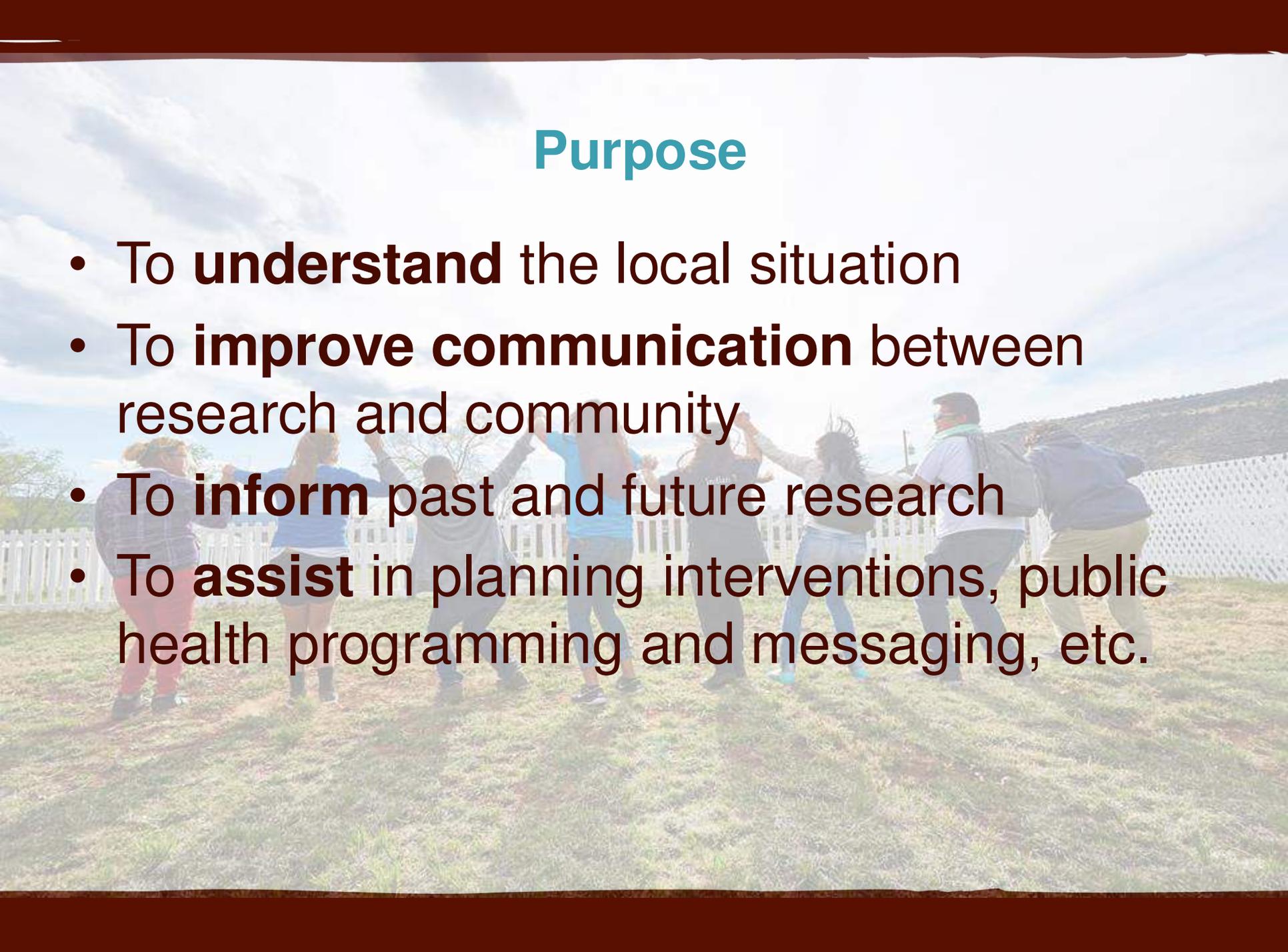
# Training Goals

- Overview of in-depth interview methods
  - Purpose of in-depth interviews
  - Skills for collecting in-depth interview data
- Increase comfort with conducting interviews
- Practice use of qualitative skills

## What are Qualitative Methods?

- Provide information on what people:
    - Think
    - Feel
    - Know
    - Do
  - Help to understand individual beliefs, attitudes, practices and priorities
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- A photograph of two women sitting on a brown leather couch. The woman on the left is wearing a white t-shirt and has a tattoo on her shoulder. The woman on the right is wearing a white cardigan over a patterned top. Between them is a presentation board with a yellow background and blue and red graphics. The background is a plain wall.

## Purpose

- To **understand** the local situation
  - To **improve communication** between research and community
  - To **inform** past and future research
  - To **assist** in planning interventions, public health programming and messaging, etc.
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- A group of approximately ten people are dancing in a circle in an outdoor setting. They are wearing casual clothing, and some have their arms raised. The background shows a grassy field, a white fence, and a hillside under a cloudy sky. The image is semi-transparent, allowing the text to be overlaid.

## Basic Principles of Qualitative Interviewing

1. Establish **trust and rapport**
2. Use **open-ended** questions
3. Use **non-leading** questions
4. Ask **follow-up** questions (“Probe”)
5. Practice!

# Trust & Rapport

- What establishes trust and rapport (conversation) in your community?



# Establishing Trust

- We are here to **learn**
  - *Imagine you are not from the community*
- Participant is:
  - The teacher
  - The expert
  - The guide
  - Sharing experiences as a gift
- Put aside what you know or believe to be true
- Avoid urge to instruct or teach participants
- **Listen!**



## Encouraging Rapport (Conversation)

- **Respect** – foundational for any interaction, key to establishing trust
- **Interest** – eager to learn from the participant
- **Openness** – willing to listen to participant even when perspective at odds with own
- **Empathy** – attuned to participant's emotions, safe, supportive interaction
- **Language** – attentive to participants' own language

# Trust & Rapport: Non-verbal Communication

- **Posture**
  - Arms open/crossed, legs forward/crossed, leaning, tilting head, etc.
- **Physical space, personal space, touching**
- **Facial expressions, eye contact, nodding, gestures**

# Closed-ended vs. Open-ended

## Closed:

- Questions that have a limited set of brief responses
- Questions reflect researchers' own categories
- Useful in survey research, but will make interviews into survey-like responses

## Open:

- Questions allow participant to explore an issue in depth
- Questions encourage participant to share their perspectives and experiences in their own terms
- Shifts focus to participant
- Yields rich insights

# Closed-ended vs. Open-ended

- Do you see flowers or trees?

VS.

- I would like to hear your thoughts about this picture
- What do you see when you look at this picture?
- Tell me about this picture



# Leading vs. Non-leading

## Leading:

- Questions suggest or give clues towards a particular answer
- Interviewee will adjust responses to meet interviewer's expectations
- Data will be highly influenced by the interviewer's opinion

## Non-leading:

- Questions do not suggest any “**correct**” answers
- Allow participant to speak **without fearing judgment**
- Conversation will provide information about **interviewee** (not interviewer)

# “Probing” or Expanding a Response

- ‘Active listening’ (smiling, nodding, eye contact)
- Pauses and silence
- ‘Uh-huh’ (nodding), ‘mmhm’, ‘OK,’ ‘I understand’
- ‘Tell me more about...’/ ‘Tell me a story about’
- ‘What else’
- ‘Can you give me an example of that’
- Repeat what the participant just said using their words/’So I heard you say ...am I getting this right?’
- ‘What do you mean by \_\_\_\_\_’ / ‘Can you explain that to me’
- ‘Am I missing anything else here?’ ‘Is there something else you would like to share?’ (At the end of section)

# Probing-Group Discussion

- What probes have worked well in past IDIs you have conducted?
- How many times do you probe?
- When do you stop?
- How to help participants return to a topic

# Probing Activity

- Tell me all about how you like to spend your free time?

# Role-Plays

- Everyone break up into pairs
- One person will be interviewer and one interviewee
- Role play IDI for 15 minutes using the Qualitative Interview Guide for Parents
- Then switch roles and role play for another 15 minutes
- Then will come back together to debrief

# 30 Minute Role Playing

# Debrief

- How was your experience being the interviewer?
  - What were some things you struggled with?
  - What were some things that came easily?
  - What techniques did you use from today?
  - What techniques from could you have used?
- How did this experience compare to other experiences you've had interviewing or facilitating focus groups?
- How did it feel to be the interviewee?