



Using tables to successfully manage the data analysis process

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ABOUT US

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Learning Objectives

What you can expect to get out of this workshop:

- The participants will understand the use of tables in qualitative research
- The participants will learn how to use tables to manage the data analysis process
- The participants will be able to identify how to use Microsoft Word tools to improve table utilization
- The participants will understand how tables can be used as quality control measures



History of the word table

The story behind the concept we used today:



A table is an item of furniture with a flat top and one or more legs



In medieval times, tables were covered in checkered cloth used to count money



Stacks of coins were the concrete realization of this information



A table for information is an arrangement of data in rows and columns

Why use tables?

Tables commonly serve many different purposes in qualitative research including:

Organization

One of the most useful functions of tables is to help organize and manage large amounts of data typically collected in qualitative research (Camoës, 2016; Cloutier & Ravasi, 2021).

Analysis

Tables also assist researchers in navigating and better understanding the data they have collected. This often involves the researcher using various tables to transform their data into findings.

Reporting results

Tables are useful to communicate findings to the reader or audience in a clear, parsimonious, and convincing way (Cloutier & Ravasi, 2021).

Quality control measure

By providing a clear audit trail, both internally and externally, tables allow researchers to ensure credible and trustworthy results that are confirmable (White et al., 2012).

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| | | |
| | | |
| | | |



Why Microsoft Word?

01 Affordable

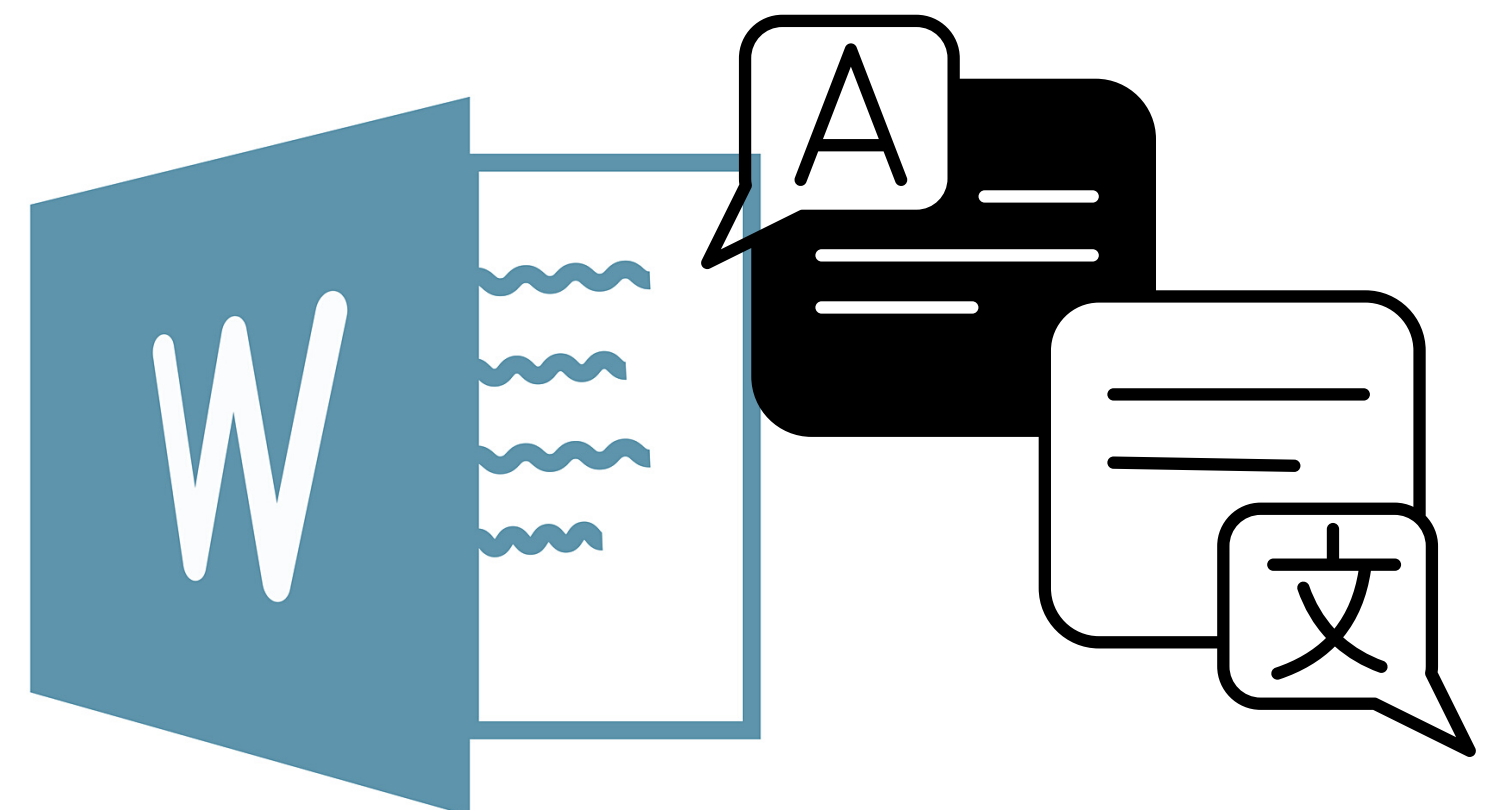
Lower cost than buying software to do data analysis and can achieve the same outcome.

02 Accessible

Many academic institutions provide complementary access to the Microsoft Suite, or it is easy to access from Microsoft directly if needed.

03 Easy to share with collaborators

Since it is so accessible, it is convenient to share with others. Additionally, the comments and tracking features make collaboration easy.



Case example

Dissertation Title:

Exploring Marriage and Family Therapist Supervisors' Experiences Utilizing Technology-Assisted Distance Supervision

Arielle's role: PhD candidate

Ron's role: Dissertation Chair

Research questions: 1) what were the lived experiences of supervisors using technology-assisted distance supervision (TADS)
2) if and how supervisors using TADS addressed legal and ethical concerns in comparison to traditional, in-person supervision?

Sampling technique: Purposive sampling of AAMFT Approved Supervisors to the point of saturation



Case example

Dissertation Title:

Exploring Marriage and Family Therapist Supervisors' Experiences Utilizing Technology-Assisted Distance Supervision

Qualitative research method: Transcendental phenomenology (Moustakas), including the Van Kaam method of organizing and analyzing phenomenological data.

Research findings: Research question 1 found the essence of the supervisors' lived experience is that supervision is about the quality of supervision being delivered. Three themes were identified as personal relationship, self-of-the-therapist, and convenience. Research question 2 found engaging in TADS was a learning process for the supervisors, but they all had an overall positive experience providing supervision virtually. Two additional themes were developed of distinct but equal and professional liability.



Organization

First, I organized the data by putting it into a Microsoft Word document. One Word document was used for each participant. Then, I organized the transcripts by interview question.

Once the relevant data was under the correlating question, I began to use the comments feature to code the data as I developed themes. Using the comments in this way allowed for a higher level of analysis, since after the initial coding (seen here) was done, more comments were used to code with increasing levels of abstraction.

The image shows a screenshot of a Microsoft Word document with three interview questions and their corresponding responses. The document is overlaid with a video player interface, which includes a dark sidebar on the right with three comment cards. Each comment card features a profile picture of Arielle Saunders, a title, and a 'Reply' button. The first comment is titled 'Convenience', the second 'Self of the therapist work', and the third 'Quality of relationship'. The document text includes:

Question 3 - Can you tell me about your work as an AAMFT Approved Supervisor working with marriage and family therapists?

"Once COVID hit, all clients went virtual, all supervision went virtual. And now supervision remains virtual, even though we could make accommodations to be in person, because of the convenience of it is hard to beat. There's something to be said for energy in a physical space, but convenience is king at the moment." (30:21)

"I have four or five supervisees right now that it's only been online, that I haven't met in person" (31:19)

"I have supervised students, associates, and fully licensed clinicians at this point. So, I've kind of done the whole spectrum of MFTs" (32:18)

"Broadly, I'm an experiential therapist. I do a lot of self of the therapist work with my supervisees. And, so in general, even with my students, the first supervision session is tell me your story, just like it would be with a client. Not because I want to give them therapy, but because I want to know the space in which they're coming from" (33:21)

"Raw data is fun because you can hear progression. For instance, yesterday I was talking to a student supervisee. She has been with me for a year and a half. And I can hear in her voice the confidence. I'm not just seeing it or letting her tell me by case report, I can hear it in her voice. I can point out things she's doing differently in session. I really like that part of it" (33:59)

"By the time they graduate, this is particularly for associates, it's a much more collegial power balance" (35:50)

Question 4 - Can you describe the role of technology in your work as an AAMFT Approved Supervisor?

"Watching video is easier than it was when I was in grad school. It just pops up on the screen, it's very easy. That's helpful. And there's different options. So, I have one supervisor who's not allowed to show video, she can only show audio or share audio. And she can easily toggle between where she can see the video, but I can only hear the audio, so that's really nice" (36:39)

"Like I said before, the convenience. Like I have some really cool supervisees who would never be able to come to my office because of the distance" (37:06)

"I think it also allows for... this is one of the things I like about being an MFT in general, we understand lifecycle and family development. So, when your kid is sick at home and you want to do supervision, we can still do that. We don't have to figure out whether or not your kid can come to the office with a cold. So, it makes it's flexible" (37:29)

"It all seems really practical, the technology part" (38:12)

Question 5 - Can you describe the experience of being an AAMFT Approved Supervisor who uses technology to facilitate the practice of supervision?

Using the Microsoft Word comments feature



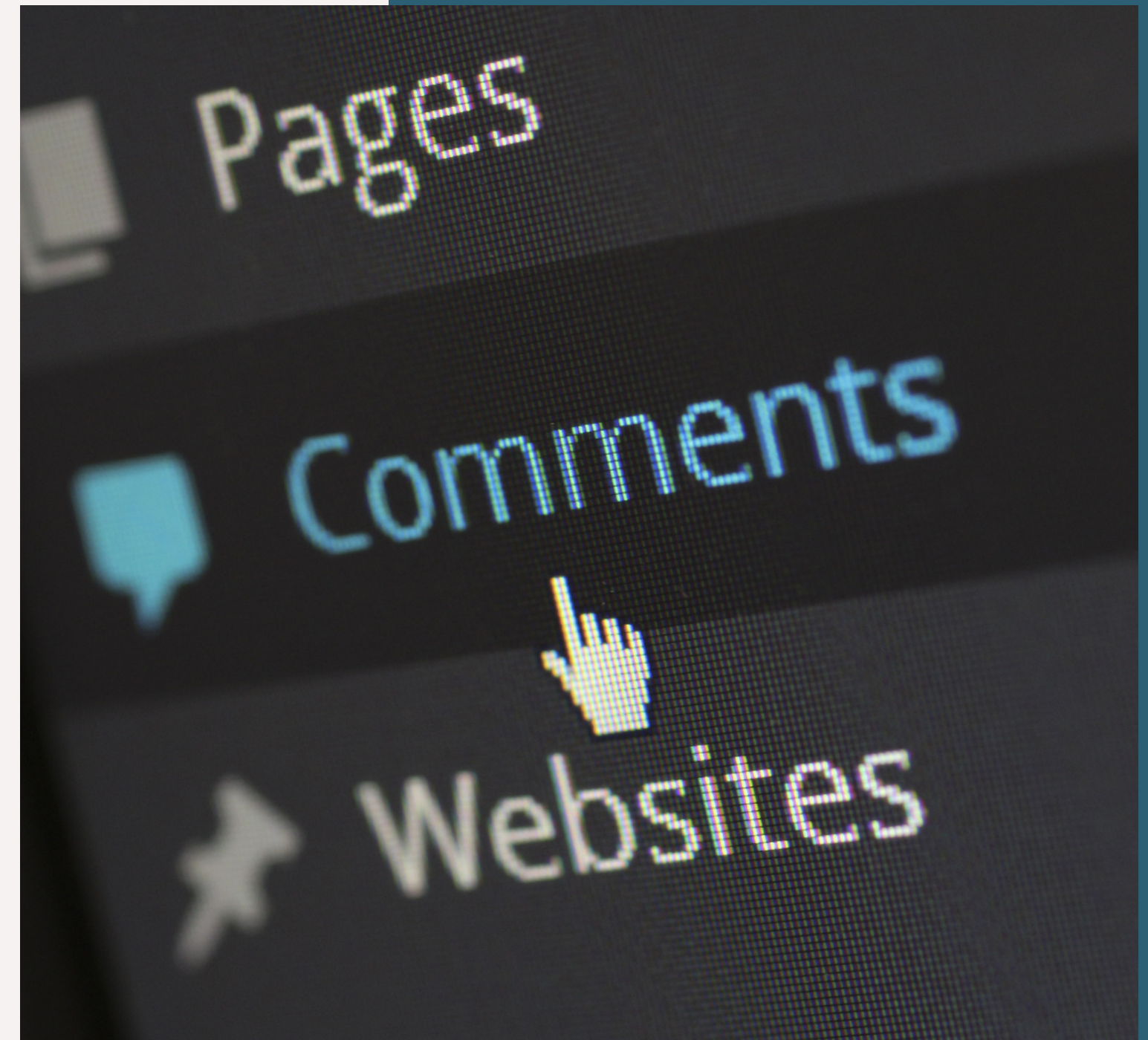
Analysis

The comments were used to clarify ideas and concepts, as well as to communicate with myself as I analyzed and synthesized the lengthy document over the course of months. This included leaving notes, asking questions, and provided direction for next steps.



Rigor and Trustworthiness

The comments serve as a quality control mechanism since they allow you to see changes you have made throughout the lifespan of the document. Additionally, I used them as a way to demonstrate to my Chair that I made the changes I was asked to make.



The creation of the table

Getting started:

01

Download data/transcripts & copy into a Microsoft Word document

02

Create table in another Microsoft Word document

03

Input direct quotations from document #1 into the table as appropriate. This will be for each research question asked to pull out all significant direct quotations that serve as the **data**.

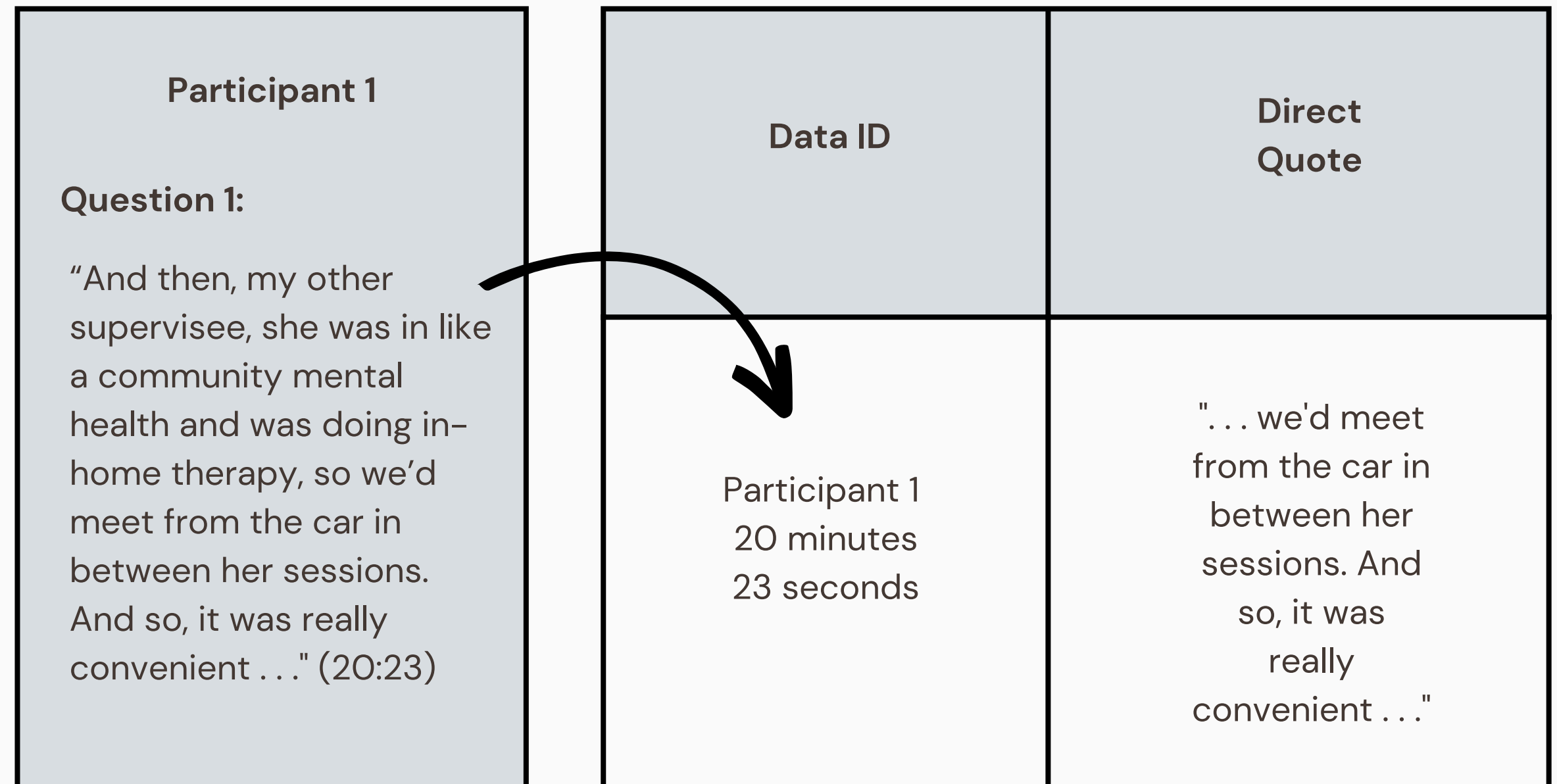


Table creation, cont.

Repeat the process with each participant for each research question.

Start to categorize together to develop themes. When doing so, place similar quotations together in the table.

Participant 2

Question 1:
"I have supervisees in GA, TN, and FL. There have been times when a supervisee needed to have a conversation with me for reassurance. So, the virtual platform allowed for us to do a quick meeting to help with a particular question they had" (49:49)

| Data ID | Direct Quote |
|---|--|
| Participant 1 20 minutes 23 seconds | "... we'd meet from the car in between her sessions. And so, it was really convenient ..." |
| Participant 2 49 minutes 49 seconds | "... the virtual platform allowed for us to do a quick meeting ..." |

Adding to the table

Add the following categories to the Microsoft Word table, then:

01

Decide on the name for each theme

02


Use the dictionary and the literature to define the theme, thus identifying the **quality**

03

Use the **analysis** section to break down all of the direct quotes within each theme

04

Review relevant literature to determine if the finding is unique, supported, or contradicted by the literature



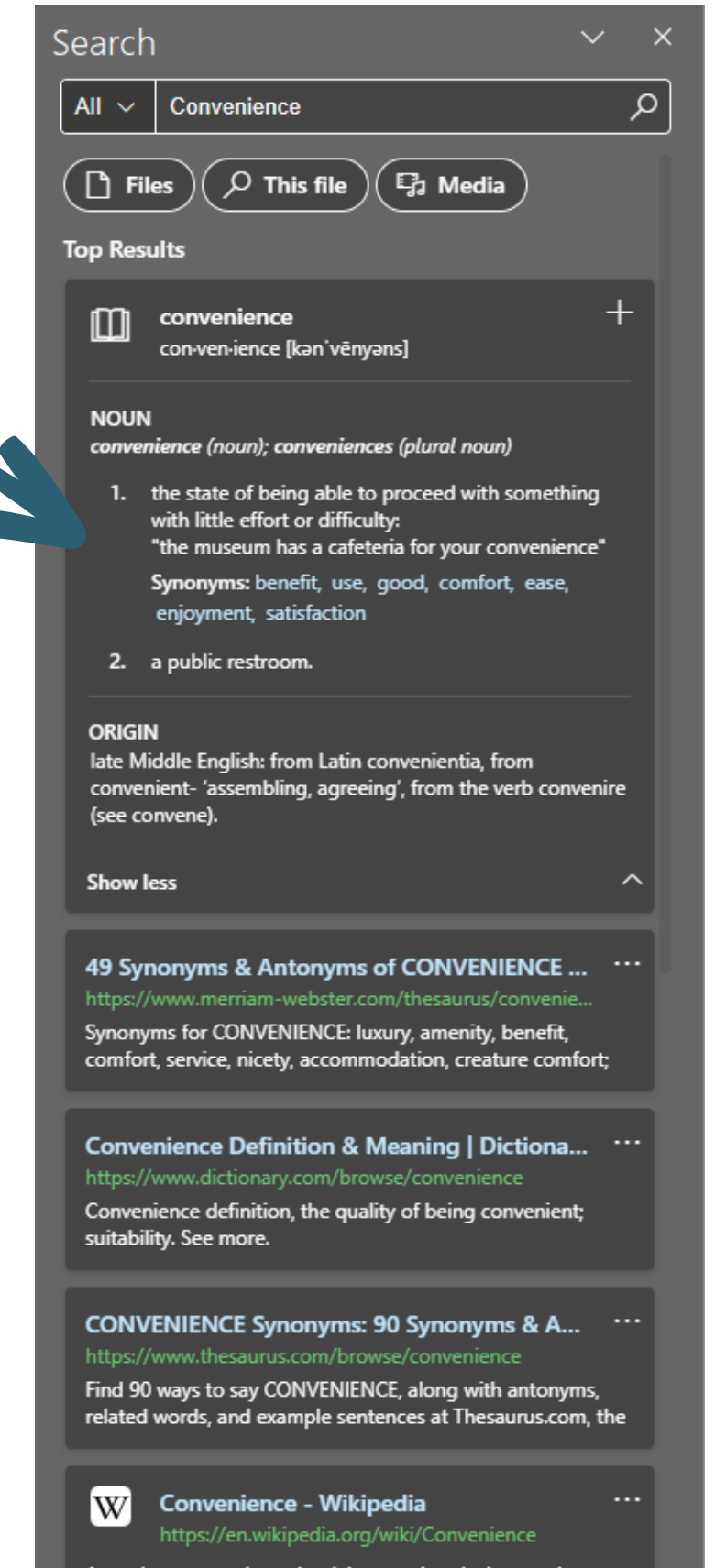
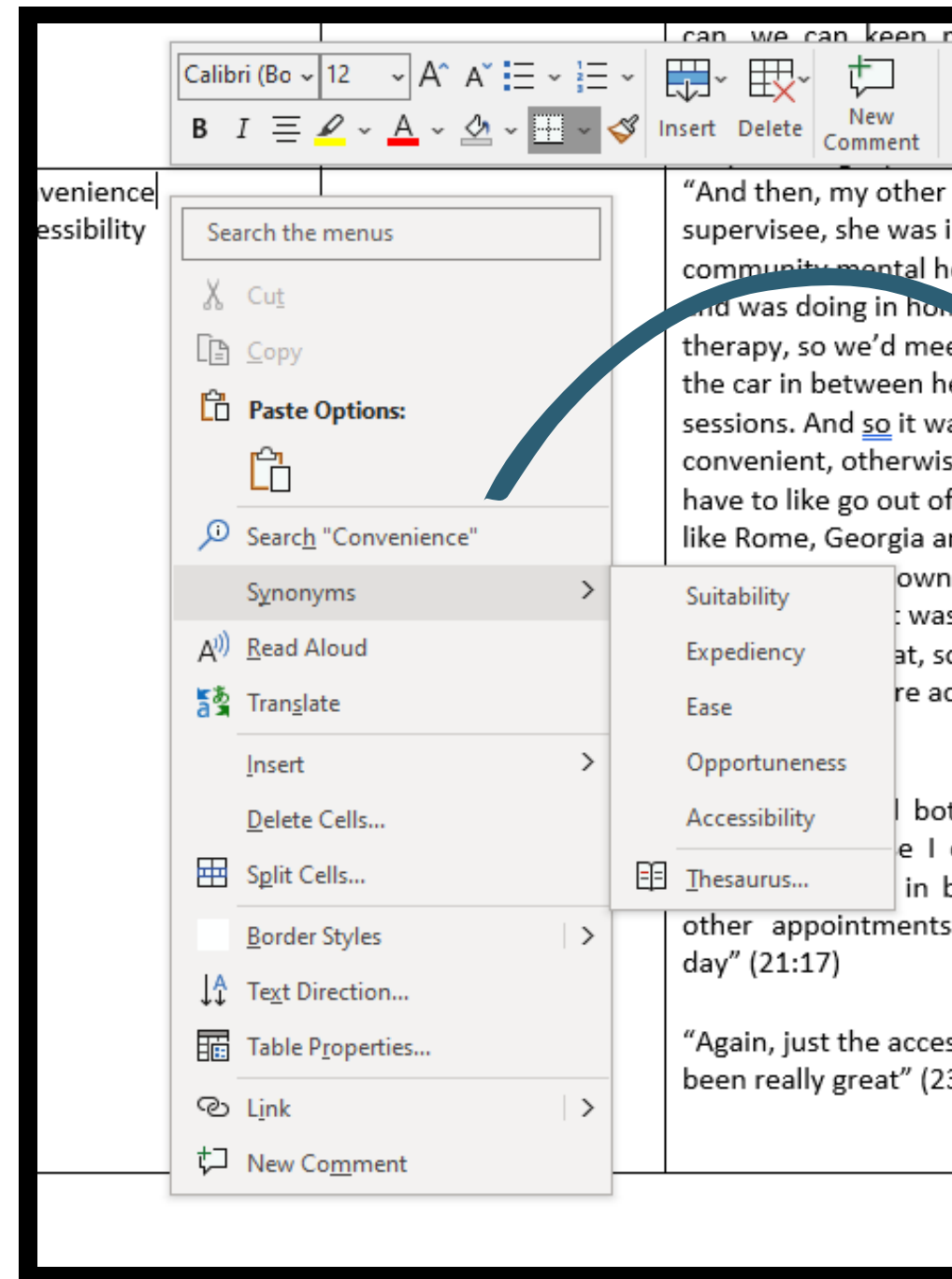
| Data ID | Theme | Quality (Definition) | Direct Quote | Analysis | Comparison to Literature |
|---|-------------|--|--|--|--|
| Participant 1 20 minutes 23 seconds | Convenience | something that makes you more comfortable or allows you to do things more easily | "...supervisees are able to meet from the car between their sessions..." | Able to meet at different locations outside of the office with qualified supervisors | More access to specialized supervisors, especially in rural areas (Twist et al., 2016) |

Theme development

When using Microsoft Word, there are several helpful features that can be used for coding and theme development:

The search feature connects to a dictionary feature, that provides multiple definitions and the origin information of the word. It also provides links to various web pages that include definitions, meanings, synonyms, and antonyms for the selected word.

The synonyms feature also shows several synonyms for the selected word and provides the option to link out to a thesaurus.



| Data ID | Theme | Quality (definition) | Direct quote | Analysis | Comparison to Literature |
|-----------------------|------------------------------|---|---|--|---|
| Participant 1 (20:23) | Convenience Accessibility | <p>Convenient - affording accommodation or advantage</p> <p>Access - freedom or ability to obtain or make use of something</p> <p>Convenience - something (such as a device) that makes you more comfortable or allows you to do things more easily</p> | <p>"And then, my other supervisee, she was in like a community mental health and was doing in home therapy, so we'd meet from the car in between her sessions. And so, it was really convenient, otherwise she'd have to like go out of town like Rome, Georgia and then come back into town to my office. And it just wasn't realistic to do that, so it's created a lot more access for people" (20:23)</p> <p>"And it's helped both them and me, because I can just squeeze it right in between other appointments in the day" (21:17)</p> <p>"Again, just the access has been really great" (23:52)</p> <p>"You know, like if a supervisee, you know, calls or emails and says like hey, I need help with this thing. Like instead of being like oh, okay well, we'll talk about it next time with each other in person. Like the ability to just like hey, let's set up a quick zoom and like, you can show me and share your screen or something like that. That's been really, really nice as well, so I really just</p> | <p>More access accessibility to various supervisees</p> <p>Allows for AP to better achieve her goal of being a supervisor who is accessible and inclusive</p> <p>Discussed this in relation to supervisees and herself as a supervisor</p> <p>Ability to work more and have more clients and supervisees</p> <p>Allows for feedback in the moment to give to supervisees</p> | <p>Consistent with the previous literature that found TADS is cost-effective for supervisors and supervisees, and that both parties are able to be more efficient with their time (Brandoff & Lombardi, 2012; Dudding & Justice, 2004).</p> <p>Access to supervision -- It was found TADS allowed for better access to qualified supervisors, especially for supervisees in rural areas, which is consistent with past research that found supervisees often use TADS to find supervisors who specialize in a particular area of clinical work they do not have access to locally (Bacigalupe, 2010; Twist et al., 2016).</p> |

AS
Arielle Saunders
⋮

1. Either is this concept mentioned in the literature or other studies OR

2. Mentioned in mine and not the literature OR mentioned in literature and not mine

Reply ➤

AS
Arielle Saunders
⋮

This is a better name for the theme. Accessibility makes it confusing and was used less by participants

Reply ➤

AS
Arielle Saunders
⋮

Use this definition

Reply ➤

The proof is in the pudding

This is what the table led to in the results & discussion sections respectively.

Theme 3: Convenience

To be convenient is to “something (such as a device) that makes you more comfortable or allows you to do things more easily” (Merriam-Webster, n.d.).

Convenience was found to be a key beneficial aspect of TADS. By using technology to communicate in real time, despite geographical distance, both supervisor and supervisee can more easily engage in the supervision process. Supervisors in the current study found TADS has “created a lot more access for people” (respondent 1). This aligns with

RESULTS

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literature on the topic dealing with the challenge many supervisees face due to the location of their physical residence, particularly those who work in rural or remote areas (Twist et al., 2016). TADS allows supervisees to work with specific types of supervisors they normally would not have been able to access, as described by a participant who identified as a person of color:

Respondent 1: One of my supervisees is a person of color and really wanted a person of color supervisor. If I would have said I’m sorry, you have to come to my office every time, I would have closed the door on a person who really needed help and wouldn’t have been able to get it otherwise due to being in a small town. And so, the technology just creates more ways for me to attend to my larger mission as a clinician. There are some underserved areas out there as far as number of clinician’s go, and so that influence could be insurmountable. If you have someone who has a desire to work in that underserved area, then you can be a part of that process to bring services to that area by supervising them.

This supervisor, along with the other supervisors in the study, referred to a higher purpose associated with being a supervisor. It was found they provide supervision services as a way to positively contribute to the overall field of marriage and family

Convenience

Supervisors found TADS to be convenient for a variety of reasons, such as the ability to connect to a larger number of supervisees, the decreased need to travel outside of the office, the capability to work from home, and the ability to provide in the moment

DISCUSSION

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supervision despite being in a different physical location than a supervisee. This pattern of results is consistent with the previous literature that found TADS is cost-effective for supervisors and supervisees, as well as both parties are able to be more efficient with their time (Brandoff & Lombardi, 2012; Dudding & Justice, 2004). Additionally, the participants in the study reported on the aspect of access to supervision. It was found TADS allowed for better access to qualified supervisors, especially for supervisees in rural areas, which is consistent with past research that found supervisees often use TADS to find supervisors who specialize in a particular area of clinical work they do not have access to locally (Bacigalupe, 2010; Twist et al., 2016). The current study found supervisors are also sought out virtually due to personal distinguishing features. For example, one participant reported she has had multiple supervisees seek out her supervision services because they wanted to be supervised by a woman of color, as they identified in the same way. While the participant lived in the same state as the supervisees, they lived several hours away from one another and would not have been able to work together if not for TADS. Thus, not only does TADS contribute to increased representation and inclusion, but it also allows the field of marriage and family therapy to expand in new ways and for people who might not have otherwise had access to inclusive services to do so in a convenient manner.

Tables as Quality Control Measures

The table itself acts as a measure for rigor and trustworthiness through:

- The use of direct quotations
- Making it easier for another researcher to replicate, indicating dependability
- Showing credibility through the alignment of the research question, data, analysis, and results
- Confirming a clear link between the data and the findings

The comments feature acts as an additional quality control measure by:

- Showing transparency in the research process
- Allowing for collaboration between researchers or researcher/supervisor
- Demonstrating the presence of higher levels of abstraction over time
- Encouraging a continual process of reflexivity on the part of the researcher
- Creating a real-time audit of the analysis process

It's time to test your dynamic table skills!

We will be transitioning from this PowerPoint into Microsoft Word.

You will be given a couple of data excerpts to analyze in real-time using a Microsoft Word table.

THANK YOU

We appreciate your time and look forward to seeing your work

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