Telephone Interviews

- Telephone interviews lack face-to-face nonverbal cues that researchers use to pace their interviews and to determine the direction to move in.
- Yet, researchers have found that, under certain circumstances, telephone interviews may provide not only an effective means for gathering data but also in some instances—owing to geographic locations— the most viable method.
- In fact, the primary reason that one might conduct a qualitative telephone interview is to reach a sample population that is in geographically diverse locations.

Telephone Interviews

- For example, if an investigator is interested in studying how nursing home directors define elder abuse, he or she might consider conducting in-person interviews with some sample of nursing home directors.

- However, given that nursing home facilities may be at some distance from one another, or that such research can include facilities throughout the country, conducting interviews by telephone may be a logical resolution.

Telephone Interviews

- Qualitative telephone interviews are likely to be best when the researcher has fairly specific questions in mind (a formal or semi-structured interview schedule).

- Telephone interviews are also quite productive when they are conducted among people with whom the researcher has already conducted face-to-face interviews or with whom he or she may have developed a rapport during fieldwork (Rubin & Rubin, 1997).

Telephone Interviews

- There are several important, necessary steps to accomplish a qualitative telephone interview.

- First, the investigator must establish legitimacy; next, the researcher must convince the potential subject that it is important for the subject to take part in the research; and finally, the researcher must carefully ensure that the information he or she obtains is sufficiently detailed to contribute meaningfully to the study.

Telephone Interviews

- This first step can be accomplished in several ways.
- For example, the interviewer might mail a letter to the prospective subject explaining the nature of the research and that the subject will be called to set an appointment for the actual interview.
- The letter should be on official letterhead and may contain supportive documentation (letters of support from relevant or significant people in the community, newspaper stories about the researcher or the study, etc.).

Telephone Interviews

- The second step will arise when the investigator initially contacts potential subjects and attempts to convince them to take part. This call will actually accomplish several things.
- It will allow the subjects to ask questions and raise any concerns they might have about the study or their participation.
- It will also provide an opportunity for the investigator to gain some sense of the individual and to begin developing a kind of relationship and rapport as well as an opportunity to convince the individual to participate in the study if the individual is resistant.

Telephone Interviews

- These calls should be made during normal working hours, and researchers should *break the ice* by introducing themselves and ascertaining whether the individual has received the letter and accompanying materials.
- Calls can be made approximately 1 week to 10 days following the mailing of the letters of introduction; less if the letter of introduction was e-mailed.
- After the initial introduction, the researcher might ask if the individual has any questions.
- Next, using a polite and friendly but firm affirmative statement, the researcher should ask, “When would it be convenient for me to call you back to conduct the interview?”
- Recognize that not all subjects will immediately agree to take part, and the researcher may need to do a little convincing.
- This may offer the additional benefit of forging a rapport with the subject.

Telephone Interviews

- The advantages of telephone interviews include:

(a) enhanced accessibility to hard-to-reach populations such as those who are elderly, infirm, live in geographically remote locations, and for those who must participate surreptitiously, for example, women experiencing abuse.

(b) telephone interviews may encompass a large geographic area including countries and continents

(c) they are less costly in terms of time and labor and are therefore more efficient

Telephone Interviews

- Disadvantages include the following:

(a) Recruitment may be compromised if prospective participants must pay long distance telephone charges to enroll or find out more information about a study.

(b) recruitment may be compromised if only participants who have access to a telephone or telephone coverage may participate (Liamputtong, 2007).

Email Interviews

- Researchers face substantial travel costs and time commitments to conduct in person interviews with study participants located in different geographical areas.
- Often the expense of time and money are too substantial and render the study infeasible.
- A major advantage of the email interview is that it offers a convenient and practical alternative to overcome geographical barriers and financial concerns that hinder face to-face interviews (Walker, 2013).
- Qualitative researchers using email interviews for data collection found that scheduling advantages of the email interview increases access to participants and encourages greater participation of working adults.
- Email interviews can be conducted with participants all over the world without the additional expenses of travel costs and travel time. Although telephone interviews offer this same advantage, a distinct feature of the email interview is the ability to conduct asynchronous interviews.

Email Interviews

- Unlike interviews in real time, participants can respond to email interview prompts at their own convenience at a time that is suitable solely to them (Gibson, 2014).

- Email interview exchanges are not limited to the time constraints of a scheduled interview and allow for prolonged engagement with participants to connect and establish relationships.
- The back-and-forth email conversations may extend over a period of weeks or months allowing the researcher to clarify descriptive data, pursue further discovery, and ensure accuracy in describing the phenomenon from the perspective of the participants.
- Participants have time to reflect on their answers before crafting written responses. The iterative exchange and opportunity for reflective, well-formed responses results in more thoughtful, relevant data.

Email Interviews

- Email interviews save both time and money in transcription costs. The written responses are easily converted to transcribed data resulting in significant savings over the typical expenditures for transcribing an oral interview.

- A disadvantage of email interviews for participants is that crafting the written responses is by nature more time consuming than oral interviews.

- The lack of email access or discomfort with email communication may limit participation in the study.

- Limiting participation to those who have email access and are comfortable with written email communication could result in a sample bias of younger, more technologically savvy, higher educated or higher income participants.

Email Interviews

- Finally, data collection methods that rely on technology are subject to the limitations of technology such as computer malfunctions. Internet connectivity may be interrupted or slow.
- Cyber security breaches may result in a loss of confidentiality.
- With the potential for cyber security breaches, both the researcher and the interviewee should take deliberate measures to mitigate the risk.
- Consideration for the impact of a confidentiality breach is one factor in determining the suitability of the email interview.

The Ten Commandments of Interviewing

- The following 10 commandments of interviewing nicely summarize the basic rules for conducting a decent interview.

- Better interviews will result only from practice and interviewer's self-development.

The Ten Commandments of Interviewing

1. *Never begin an interview cold.* Remember to spend a few minutes chatting and making small talk with the subject. If you are in the subject's home, use what's there for this chatting. Look around the room and ask about such things as photographs, books, and so forth. The idea here is to set the subject at ease and establish a warm and comfortable rapport.

2. *Remember your purpose.* You are conducting an interview in order to obtain information. Try to keep the subject on track, and if you are working with an interview schedule, always have a copy of it in front of you—even though you should have your questions memorized.

The Ten Commandments of Interviewing

3. *Present a natural front.* Even though your questions are memorized, you should be able to ask each one as if it had just popped into your head. Be relaxed, affirmative, and as natural as you can.

4. *Demonstrate aware hearing.* Be sure to offer the subjects appropriate nonverbal responses. If they describe something funny, smile. If they tell you something sad, don't smile. If they say that something upset them, empathize. Do not present yourself as uninterested or unaware.

The Ten Commandments of Interviewing

5. *Think about appearance.* Be sure you have dressed appropriately for both the setting and the kind of subject you are working with. Generally, casual business attire is safe. If you are interviewing children, a more casual appearance may be more effective. Remember to think about how you look to other people.

6. *Interview in a comfortable place.* Be sure that the location of the interview is somewhere the subject feels comfortable. If the subject is fearful about being overheard or being seen, your interview may be over before it ever starts.

The Ten Commandments of Interviewing

7. *Don't be satisfied with monosyllabic answers.* Be aware when subjects begin giving yes-and-no answers. Answers like these will not offer much information during analysis. When this does occur, be sure to probe for more.

8. *Be respectful.* Be sure the subject feels that he or she is an integral part of your research and that any answer offered is absolutely wonderful. Often subjects will say things like, "You don't really want to know how I feel about that." Assure them that you really do!

The Ten Commandments of Interviewing

9. *Practice, practice, and practice some more.* The only way to actually become proficient at interviewing is to interview. Although text books and other manuals can offer guidelines, it is up to you as a researcher to develop your own repertoire of actions. The best way to accomplish this task is to go out and do interviews.

10. *Be cordial and appreciative.* Remember to thank the subject when you finish and answer any questions he or she might have about the research. Remember, you are always a research emissary. Other researchers may someday want to interview this subject or gain access to the setting you were in. If you mess things up through inappropriate actions, you may close the door for future researchers

Quality of Interviews

- Quality of an interview can be maintained by paying careful attention to the following three principles:

(1) Maintaining the flow of the interviewee's story.

- The flow of the interviewee's story can be inadvertently disrupted by the interviewer, such as by redirecting the narrative or interrupting it, rushing to complete the interviewee's sentences, prematurely terminating a narrative, failing to clarify terms or asking questions the interviewee does not understand.

(2) Maintaining a positive relationship with the interviewee.

- Positive relationships with the interviewee can be maintained by not offering opinions about responses and avoiding non-verbal indications of surprise or shock, as well as not using non-verbal cues such as nodding to indicate approval or a correct answer.

(3) Avoiding interviewer bias.

- The interviewer should not pose leading questions or fail to follow up or omit topics introduced by the interviewee.

(Schensul, Schensul, & LeCompte, 1999)

Challenges of interviews

- Most interviews are recorded and will need transcribing before analysing. This can be extremely time-consuming, with 1hour of interview requiring 5–6hours to transcribe (Bryman, 2016).

- The analysis itself is also time-consuming, requiring transcriptions to be pored over word-for-word and line-by-line (Barrett & Twycross, 2018).

- Interviews also present the problem of bias the researcher needs to take care to avoid leading questions or providing non-verbal signals that might influence the responses of participants (Barrett & Twycross, 2018).

THANK YOU

Focus groups

Focus groups

- Focus groups (sometimes called focus group interviews) take place in a group setting.

- Focus groups are not recommended for studying sensitive topics that people will be reluctant to discuss in public.

(Qu & Dumay, 2011)

Focus groups (Continued)

- A key characteristic is the interaction between members of the group (Cameron, 2005).

- Focus groups typically consist of 8-12 people (ideal 4-8), with a moderator who focuses the discussion on relevant topics in a nondirective manner.

- The smaller the group, the less information we gather.

- On the other hand, having more than 10 people in the group make it crowded and difficult for all members to participate and interact.

- Multiple focus groups should be conducted in order to gather sufficient amount of data, opinion, and views on the study (Oun & Bach, 2014).

Focus groups (Continued)

- Focus group advantages

❑Convenience

❑Time and expenses savings

❑Because the researcher (sometimes called facilitator or moderator) takes a less active role in guiding the discussion, less bias is introduced by the researcher than in individual interviews.

Factors to consider	Use group interviews when...	Use individual interviews when...
Group interaction	Interaction of respondents may stimulate a richer response or new and valuable insights	Group interaction is likely to be limited or non-productive
Group or peer pressure	Group or peer pressure will be valuable in challenging the thinking of respondents and illuminating conflicting opinions	Group or peer pressure would inhibit responses and cloud the meaning of results
Sensitivity of subject matter	Subject matter is not so sensitive that respondents will temper responses or withhold information	Subject matter is so sensitive that respondents would be unwilling to talk openly in a group
Extent of issues to be covered versus depth of individual responses	There is a need to cover a small number of issues on a topic on which most respondents can say all that is relevant in less than 10 minutes	There is need to cover a greater number of issues on a topic that requires a greater depth of response per individual
Requirement for interview guide	Enough is known to establish a meaningful topic guide	It may be necessary to develop the interview guide by altering it after a series of initial interviews
Logistics requirement	An acceptable number of target respondents can be assembled in one location	Respondents are dispersed or not easily assembled
Cost and training	Quick turnaround is critical, and funds are limited	Quick turnaround is not critical, and budget will permit higher cost
Availability of qualified staff to conduct the interview	Focus group facilitators are able to control and manage group discussions	Interviewers are supportive and skilled listeners

Source: Adapted from Frechtling, Sharp and Westat (*43*).

Sample on paper utilised interviews and focus groups

- Surgeons' aims and pain assessment strategies when managing paediatric post-operative pain: A qualitative study (Interview study).

- "I couldn't even talk to the patient": barriers to communicating with cancer patients as perceived by nursing students (Focus group study).

Observation

Observation (observing in the field)

- Simply.....

Observation in qualitative research involves "going into the field"--describing and analysing what has been seen (Mays & Pope, 1995)

Observation (Continued)

- Observation in qualitative research is one of the oldest and most fundamental research methods approaches.

- Traditionally, observation has been extensively used in the social sciences including psychology and medical settings.

- When using questionnaires and interviews sometimes a social desirability approach impacts on participants' responses, where they say what they think the researcher wants to hear rather than what they actually believe or do. This makes it hard to find out what is really happening in practice (Twycross & Shorten, 2016).

- Observation involves collecting data using one's senses, especially looking and listening in a systematic and meaningful way"(McKechnie, 2008).

Observation (Continued)

- Observation sometimes referred to as <u>unobtrusive method</u>
  - Unobtrusive measures allow for data collection and analysis to be completed without the researcher intruding in the research context.
  - Their advantage is that they do not disturb the naturally occurring processes that are the subject of the research. In particular, because the informants are not aware of the research that is going on, their behaviour and self-descriptions are not modified by the researcher's presence or activities .
  - Other names for these techniques are ‘non-reactive’ or ‘indirect’ methods.
- The research setting for participant observation is the study informants’ own daily environment rather than a setting assigned by researchers (Spradley, 2016).
- Observation provides an enormous amount of data to be captured and analysed.
- One approach to helping with collection and analysis is to digitally record observations to allow for repeated viewing (Meriläinen, Kyngäs, & Ala-Kokko, 2010).

Observation (Continued)

- Observation’ is more than just recording of data from the environment.
- When we observe, we are active, not passive collectors of data like a tape recorder or video camera.
- Observation seeks to find out “what is going on here?
- Data collected in observational studies can be qualitative, quantitative or both.

Why Use Observation to Collect Data?

- They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities.

- Participant observation allows researchers to check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share.

- Help researchers observe situations informants have described in interviews, thereby making them aware of distortions or inaccuracies in description provided by those informants (Kawulich, 2005)

-

Why Use Observation to Collect Data? (Continued)

- Makes it possible to collect different types of data. Being onsite over a period of time familiarizes the researcher to the community, thereby facilitating involvement in sensitive activities to which he/she generally would not be invited.
- It helps the researcher to develop questions that make sense in the native language or are culturally relevant.
- It gives the researcher a better understanding of what is happening in the culture.
- Enables the researcher to collect both quantitative and qualitative data through surveys and interviews.

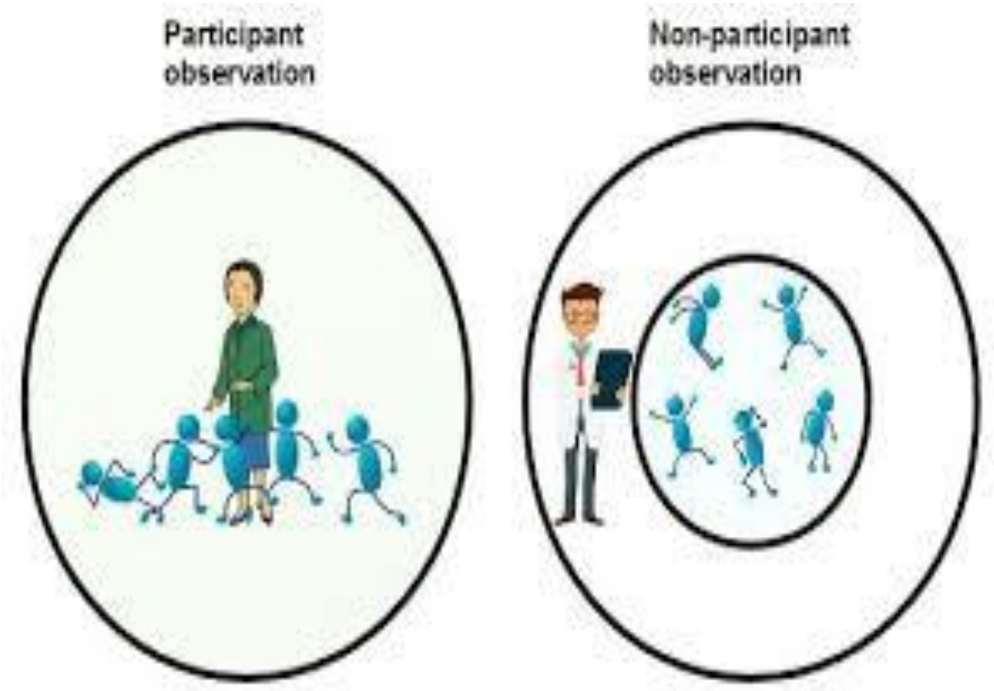
(Bernard, 2017)

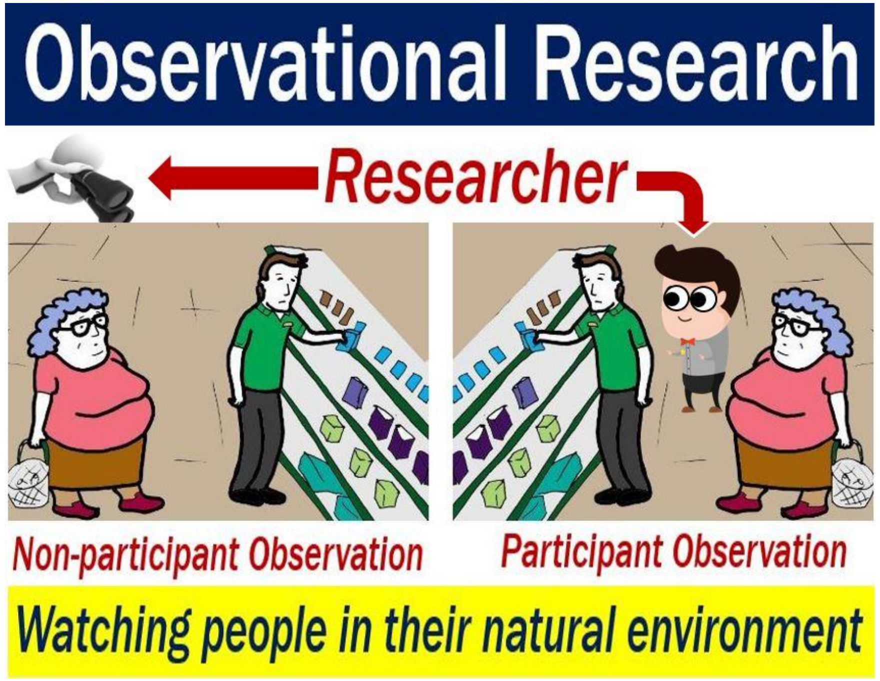
Two types of observations

- **Non- participant observation**. Researcher is not part of the activity taking place, but simply observes. May be identified as observer/researcher (Observers adopt a detached role)

- **Participant observation**. Researcher takes part in community, organization, or activity. Researcher attempts to learn what it is like to be part of the community, organization, or participate in the activity (i.e. observer participates in the activities being observed).

Types of observation





Types of Observation

- Participant (interact with those you are observing; become a participant) vs. Non-participant (sit, watch, take notes with no interaction).
- Participant observations may alter events
- Non-participant observations may not gain complete understanding of event.

Participant observation

- Marshall & Rossman (1989)
  - “The systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79).
  - Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study
  - A process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities.
  - “The process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting”

Participant observation- Methodology

- The researcher assumes a role in the setting or group being studied.
  - Often the researcher actually takes on the role being studied;
    - Becoming a firefighter
    - Enrolling in flight training school
    - Working in a mental hospital (or passing as a patient)

In both types of observation, the researcher attempts to learn about context in which behavior takes place. Context includes:

- Physical surroundings.
- Other people in the setting.
- The interactions among different people in the setting.
- The social, cultural, political, or economic context in which the behavior occurs and why it occurs

Styles of observation

- Unstructured observation – describing what occurs. Researcher usually does not have a preconceived idea about what would occur.

❑ The most common type

❑ Uses the researcher's words for thick description of phenomena or events (Mulhall, 2003).

- Structured observation. Starting with an operational definition of what you want to measure – and counting only the behavior or situation that "fits" the definition

❑ Uses a template to record tabulations of specific behaviours that can be measured and analysed statistically (Callahan & Bertakis, 1991).

- Mix of both- unstructured and structured

Researchers record what they see, hear, smell, and taste using:

- Field notes. Written record of what is observed, impressions, reactions, and hypotheses about what has happened.

- Photos of people and setting may be added to analysis.

- Audio-tape and video-tape are also used to document what researchers find.

An example of field note taken during triage nurse observation

'7am Saturday. I followed Andrew as he moved through each clinical area on his way to triage. I asked about this behaviour. He explained, it's important to know the number of patients in each area and which beds are free. Arriving at triage, the night nurse was directing a patient to the waiting room. Andrew asked about the shift. Looking out into the waiting room, eight people sat on chairs. Some were watching the television, others rested with their eyes closed, of which two had draped around them hospital blankets. Andrew listened, mainly nodding, as the nurse discussed each patient: how long they had waited, why they came to the ED, if the Triage Nurse had done anything to speed up their care, and the rate that patients were seen. The Triage Nurses, turned back towards the computer and brought up a different screen that appeared labelled Patient Expect. Doctors entered the details and conditions of expected ED patient arrivals into this screen. Expected patients appeared listed on the computer screen. The information provided on this screen sometimes assisted Triage Nurses to determine their activities.

How Does One Conduct an Observation?

- Conducting observations involves a variety of activities and considerations for the researchers:

- Ethics.

- Establishing rapport.

- Selecting key informants.

- The processes for conducting observations.

- Keeping field notes.

- Writing up one's findings.

(Kawulich, 2005)

Ethics

- The researcher must take some of the field notes to reinforce that what the researcher is doing is collecting data for research purposes.

- When the researcher meets community members for the first time, he/she should be sure to inform them of the purpose for being there, sharing sufficient information with them about the research topic. This means that one is constantly introducing oneself as a researcher.

(Kawulich, 2005)

Ethics (Continued)

- Another ethical responsibility is to preserve the anonymity of the participants in the final write-up and in field notes to prevent their identification.

(Kawulich, 2005)

Maintaining ethics in naturalistic observation

- to **not undertake this type of observation if another research method is possible** to investigate the same problem;
- to **take complete permissions** of those in the research environment, who are not a target of the research i.e. of concerned authorities such as school administrators or parents or community leaders, etc. in the least, and at least inform others who may be affected by the process of research;
- to **explain to the people observed, after observation** why it was necessary to carry out the research, why they could not be told about the observation, how their contribution is very valuable, and to patiently address their doubts and queries;
- to **assure the target observed that their confidentiality would be maintained** and to keep this promise. That is, the names or faces of the target or any information that could reveal their identity should not be known to anyone but the researcher(s). All the records of observation should be handled with utmost caution, and reports made without any identifications.

Types of Naturalistic Observation

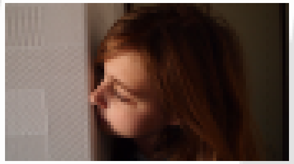
Based on Researcher Participation:

Participant

Non-Participant

Based on whether Researcher is known:

Covert



Overt

Overt versus covert observation

- Overt observation occurs when participants know they are being observed and are aware of the purpose of the study (Couchman & Dawson, 1996).

- Covert observation means that participants are either unaware of being observed or that the observer conceals the real reason for observing them (Hammersley & Atkinson, 2007).

Overt Observation

- Means the observed group is aware of the presence of the researcher and that their behavior is being observed.

Covert Observation

- Means the participants are not aware of the presence of the researcher and they are that their behavior is being observed.

Types of observation

Overt versus covert

Overt

Ethnographer informs participants of their study and is transparent about research.

Covert

Ethnography does not inform participants of the study and must balance ethical issue of deception.

Copernicus Consulting

Each method of observation has its advantages and disadvantages...

Research method	Advantage	Disadvantage
Participant observation	Observer can be a part of the process so can really see & experience what is going on	Can be dangerous for observer
Non-participant observation	Observer remains safe	Observer cannot get a feel for what is happening
Overt observation	Ethical	“observer effect” means respondents may act differently
Covert observation	Respondents act as they normally would	Unethical

All in all. Ethical issues that need considering when carrying out an observational study… Adopted from (Twycross & Shorten, 2016)

Ethical issues	**Consideration**
Covert versus overt data collection	Covert methods involve deception, with researchers pretending to be someone they are not. This type of observation is now considered unethical because it violates individuals' right to autonomy and their ability to decide whether they want to be observed. Nowadays participants are normally told what the purpose of the research is.
Gaining consent	If collecting data in a hospital setting some researchers recommend gaining informed consent from all individuals present on the ward on a regular basis. Collecting data about a specific patient, informed consent should be obtained. For other people within the general area a simple explanation that you are collecting data for a study along with obtaining their verbal consent, may be adequate (REC: Research Ethics Committee will determine the approach).
What will you do if you see poor practice?	Observation of practices that require improvement but are not dangerous or harmful (see below), without intervening, would not be considered unethical.
What will you do if you see dangerous practice?	The REC approving an observational study will expect a researcher to have identified the steps they will take if they observe dangerous practice. For example, the researcher may arrange to discuss any dangerous practice she observed with the ward manager. The ward manager would then take any necessary action.
Protecting participants anonymity	Anonymity can be maintained by referring to participants using identifying codes.

Gaining Entry and Establishing Rapport

- A key strategy in minimising the effect of the researcher's presence on behaviour is to establish rapport before starting data collection (Twycross & Shorten, 2016).
- To assist in gaining permission from the community to conduct the study, the researcher may bring letters of introduction or other information that will ease entry, such as information about one's affiliation, funding sources, and planned length of time in the field. One may need to meet with the community leaders. For example, when one wishes to conduct research in a school, permission must be granted by the school principal and, possibly, by the district school superintendent.

❑ For example, if the study involves observing nurses, a first step might be to attend team meetings or ward handover on several occasion as a way of getting to know the potential participants and building a relationship with them.

- "Hanging out" is the process through which the researcher gains trust and establishes rapport with participants.
- Hanging out involves meeting and conversing with people to develop relationships over an extended period of time.
- Three stages to the hanging out process.

- Moving from a position of formal.
- Ignorant intruder to welcome.
- Knowledgeable intimate.

(Kawulich, 2005)

1. Moving from a position of formal

- The researcher is a stranger who is learning the social rules and language, making herself/himself known to the community, so they will begin to teach her/him how to behave appropriately in that culture.

2. Ignorant intruder to welcome.

- Researcher begins to merge with the crowd and stand out less as an intruder.

- “Acquaintance" stage.

- The language becomes more familiar to the researcher, but he/she still may not be fluent in its use.

(Kawulich, 2005)

3. Knowledgeable intimate.

- The "intimate" stage.

- The researcher has established relationships with participants to the extent that he/she no longer has to think about what he/she says.

- It sometimes involves the researcher's working with and participating in everyday activities beside participants in their daily lives.

(Kawulich, 2005)

Tips for collecting useful observation data

- Become familiar with the setting before beginning to collect data.
- keep the observations short at first to keep from becoming overwhelmed.
- Be honest, but not too technical or detailed, in explaining to participants what he/she is doing.
- Pay attention, shifting from a "wide" to a "narrow" angle perspective, focusing on a single person, activity, interaction, then returning to a view of the overall situation;
- Look for key words in conversations to trigger later recollection of the conversation content.

Each observation should provide you with answers regarding……..

- Who do you observe?
- What do you observe?
- Where does the observation take place?
- When does it take place?
- How does it happen?
- Why does it happen as it happens?

(Moser & Korstjens, 2018)

An example of a research design using observation

Research Questions	1. How do members of operating teams interact and communicate? 2. What contributes to the communication climates in different operating theatres? 3. Do interprofessional values exist in theatre teams. If so, how do they impact on the behaviour and interactions of operating theatre team members?
Research Site	Operating theatres in general, vascular and orthopaedic surgery; compare one metropolitan and one regional hospital site.
Participants	surgeons, registrars, nursing staff Team leaders, theatre technicians, patients
Other key personnel	Director of clinical services; director of medical services; theatre manager; patient admissions manager; admissions staff; team leaders of each theatre
Methods of data collection	1. Observations (approximately 40 hours in theatre across the two sites); 2. Field memo's 3. Informal conversations with staff in the theatre and/or theatre suite (e.g. Change rooms, staff room, corridors etc) 4. Conduct semi-structured interviews to follow up and clarify findings from observations (include questions about medical jargon, differences in procedure amongst team leaders etc)
Data analysis	Coding of observation notes; field notes (which includes details of informal conversations with staff; analytic memos; recording of personal experiences, context); thematic analysis

Challenges of observation

- Methodologically, the act of being observed may change the behaviour of the participant (often referred to as the 'Hawthorne effect'), impacting on the value of findings (Barrett & Twycross, 2018)

- However, most researchers report a process of habituation taking place where, after a relatively short period of time, those being observed revert to their normal behaviour.

- As participants grow accustomed to the observer's presence, their behaviour will more closely resemble normal, everyday behaviour (Briggs, Askham, Norman, & Redfern, 2003).

- The dependability of the process on the observer understanding and judgment.
- The observer may miss a critical moment while notes have been taking, or being distracted by another factor in the setting (Oun & Bach, 2014).

Samples on participant observation papers (further reading)

- Participant Observation BY DL Jorgensen.
- Using participant observation in pediatric health care settings: ethical challenges and solutions.
- Do physicians clean their hands? Insights from a covert observational study.
- Tensions in ethnographic observation: overt or covert?
- Some strategies to address the challenges of collecting observational data in a busy clinical environment.

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THANK YOU