

# **In-Depth Interviews (IDIs): Part II**

**FMPH 191: Qualitative research in public health**

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# Today's goals

1. Assess how each question within a field guide addresses the main research question
2. Evaluate individual questions within a field guide for appropriateness to qualitative data collection
3. Describe important interviewer skills for a successful in-depth interview
4. Practice key interviewer skills for a successful in-depth interview, including probing, note-taking, and rapport building

# IDI Principles and Techniques

- Using open-ended questions
- Avoiding leading questions
- Probing
- Letting the informant lead
- Writing expanded notes

# Reminder:

## General interview structure

### 1. Introductory points

- Introduce yourself and research, explain format of interview, explain how data will be used

### 2. Consent

- Explain consent sheet, get signature.
- Ask permission to record
- Ask if its ok to start

### 3. Open interview

- Reminder of confidentiality, express appreciation

- Gather background on interviewee
  - Age, education, other demographic details

### 4. Opening questions

### 5. Key questions

### 6. Closing questions

### 7. Close interview

- Thank participant again.
- Schedule next interview.
- Explain dissemination plan if you have one.

# With your group:

- Who are you interviewing?
- What are your 2-4 modules? (i.e., what facets of the research question are you interested in?)
- Opening questions? (1-2)
- “Key” Questions (3-4 per module)
- Closing questions (1-2, depending)

# Conducting the interview



# Creating rapport

- Small talk
- Understanding local language
- Seating arrangements
- Body language
- Facial expressions
- Be in tune with your own level of comfort
- Listen and react
- Keep yourself out of the interview
- Remember that there are no right or wrong answers

# Listening Skills

- Divide into pairs
- Speaker: Tell your partner about a recent exciting event in your life.
- Listener: concentrate very hard on what your partner is saying to you.
- Stop!
  - Listener: Now stop listening while your partner continues to talk. Yawning, looking away, etc...
- Switch

# Listening Skills - debrief

- Which set of behaviors made you feel more respected?
- What did your interviewer do that made you want to share more? Less?

# Support and Recognition Responses

- A common mistake is failing to provide reinforcement and feedback
- Let the interviewee know from time to time that the purpose of the interview is being fulfilled
- By using feedback, the interviewer is “training” the interviewee to provide high-quality and relevant responses

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# Probing

- Getting more information from people
  - Follow-up questions are VERY important – this is where we get the really interesting data.
  - Think about unpeeling an onion.
- Topical vs. Motivational
  - What's the difference?

# Probing

- Topical: written reminders on interview guide indicating potentially important issues (*not sub-questions*)
  - Example: Q1. Can you tell me a little bit about your thoughts on what a women's role in a family should be?  
Probe: mom's role, interviewee's role, changes over time
- Motivational: short verbal reactions by the interview that encourage the interviewee to continue to speak
  - Part of active listening

# Example Motivational Probes (in English)

- “What” probe: ask for clarification
  - “What else happened?” • “What were your feelings about that?”
- Silent probe: just remain silent (hard for extroverts).
- Retrace your steps: “You mentioned \_\_\_\_\_. What was that like for you?”
- “Uh-huh” probe: Encourage people to speak with short, affirmative cues. (“Yes, I see.” “Ok, yeah.”)
- Echo probe: Repeat back the last thing a person said and ask him or her to continue (affirming)

# Probing Activity

Goal of the activity: find the real, deep reason behind your partner's answer by probing after asking the initial question.

Question: How did you get to class today?

(Try to ask open-ended, non-leading questions)

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# Letting the Informant Lead

- Keep the conversation focused on a topic, but give the informant room to define the content of the discussion
- Let informant's answers determine the direction the interview takes (keeping within topic of interest)
- Let the informant provide the information that he or she thinks is important
- Encourage informant to expand on their answers and give as many details as possible
- Use “Describe...,” “Can you tell me more about...?”, “What do you mean by...?”

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# Expanded field notes

## 1. Interview Context

Time

Place / Setting

Other relevant information

## 2. Theoretical Memo

Overall goal of interview

Major themes

Reflections on participant's story / reactions

## 3. Methodological Memo

How did the participant react to the interview?

How did you react to the participant?

What worked well in this interview?

What could have been improved?

## 4. Follow-up

What would you like to explore next?

## 5. Self-reflection

What do you think you did well?

What would you like to improve?

# Practice!

- Piloting your draft interview guide

# Assignment Reminder

- Ethics Protocol due tonight by midnight (11:59 PM)

# Survey

- I would greatly appreciate your feedback!
  - Anonymous survey : [forms.gle/NjsF6WA7PdFcK1nR9](https://forms.gle/NjsF6WA7PdFcK1nR9)
  - Thank you! 😊

# Example of IDIs

- Example IDI with mistakes:

<https://www.youtube.com/watch?v=U4UKwd0KExc>

- How many mistakes can you find?
- Didn't establish rapport, asked closed-ended questions, asked leading questions, didn't give adequate time for interviewee to respond, gave leading answers, spoke too quickly, insulted the interviewee, no closing questions

Learning Collaborative to Advance Normative Change

- Example of a better-done IDI:

<https://www.youtube.com/watch?v=eNMTJTnrTQQ>

- Interviewer shows good quality of attention and listening, uses open questions and shows she values the answers, is aware respondent might be sensitive about admitting her needs, and guides her gently into offering realistic suggestions. Used with permission

# Qualitative Questions

- 10. Would you at this point like to have any more children?
- 11. Who should make the decision about whether to have another child?
- 12. With whom do you usually talk about pregnancy and having children?