



# Kvalitativní metaanalýza

## Postupy, dilemata, příklady

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# Kvalitativní metaanalýza (QMA)

## Cíle

- 1) Agregovat poznatky z primárních studií
  - a) Získat robustnější poznatky o jádrových jevech (hutnější popis kategorií, různé varianty/příklady)
  - b) Lépe zmapovat šíři/heterogenitu dané oblasti (okrajové oblasti, rozpory)
- 2) Zhodnotit poznatky v kontextu použitých metod a kvality studií

## Terminologická nejednotnost

- metaanalýza, metasyntéza, metastudie, metaetnografie

# Postup

- Formulace výzkumné otázky
- Selekcce primárních studií
- Zhodnocení primárních studií
- Příprava dat
- Analýza dat
- Kredibilita
- Syntéza a prezentace zjištění

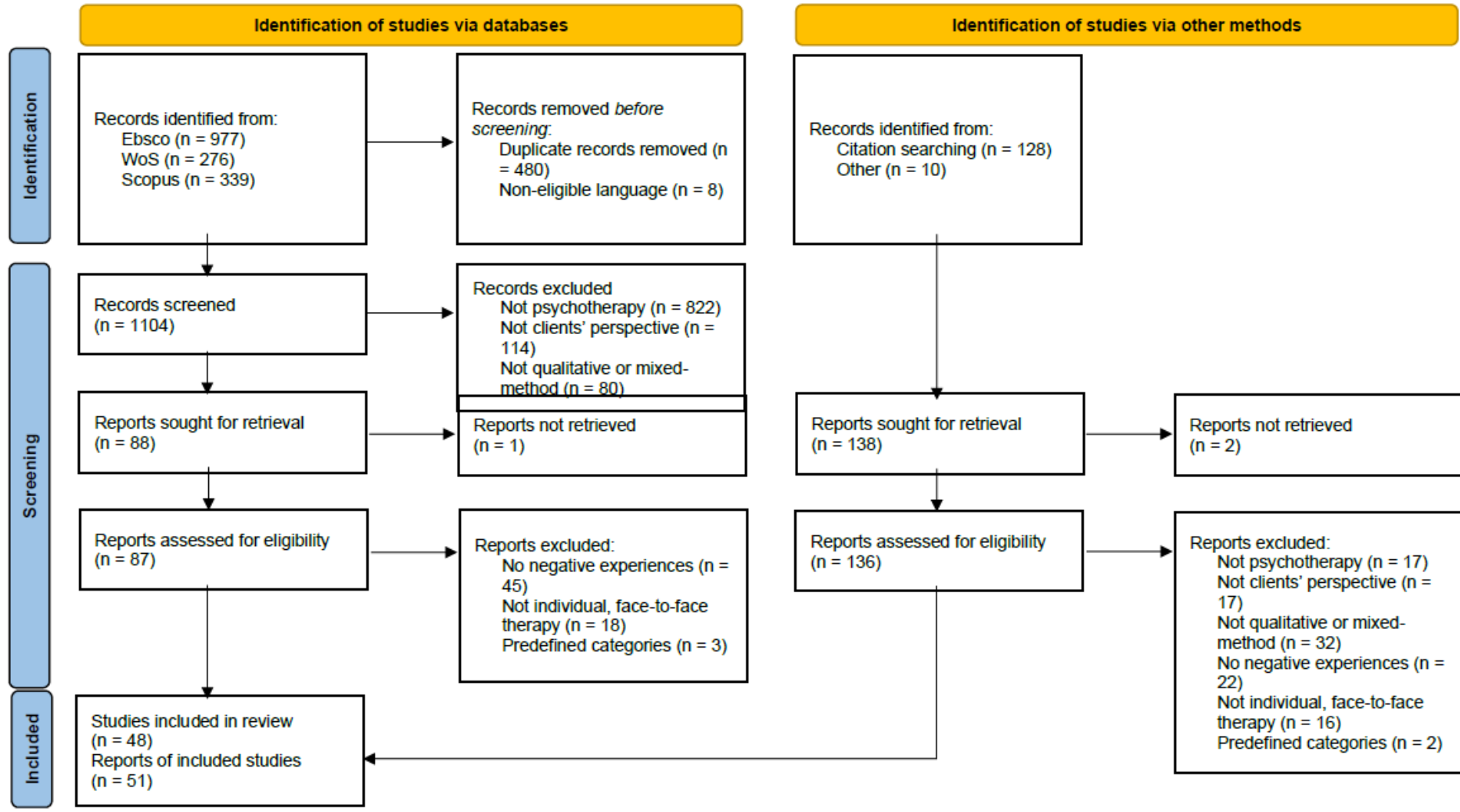
# Postup

- **Formulace výzkumné otázky**
  - Preregistrace: [PROSPERO](#)
- **Selekce primárních studií**
  - Databáze + reference + předchozí hledání
  - Kritéria inkluze a exkluze
  - [ASReview](#)
  - [PRISMA flow diagram](#)

- *Primární studie, které mají VO odlišnou od naší?*
- *Mixed-method studie?*
- *Různost metodologií?*
- *Všechny studie vs. princip teoretické nasycenosti?*
- *Jaký je dostatečný počet?*
  - [Jennings et al. \(2008\)](#) – dvě studie
  - [Levitt et al. \(2016\)](#) – 109 studií
- *Aktualizovat search před publikací?*

NEGATIVE EXPERIENCES IN PSYCHOTHERAPY

Supplement 2. Flow diagram of the data retrieval



**Table 1.** Description of primary studies included in the meta-summary.

Study	N total (female)	Age	Context	Country (ethnicity)	Data collection	Data analysis
Aamland et al. (2013)	12 (6)	24–59	PC	Norway	Focus groups	Systematic text condensation
Burton et al. (2011)	27 (21)	34–64	PC	UK	Semistructured interview	Qualitative comparison
Claassen-van Dessel et al. (2015)	9 (8)	29–59	PC, SC	Netherlands	Semistructured interview	Qualitative analysis
Dwamena et al. (2009)	19 (16)	31–65	PC	USA	Semistructured interview	Grounded theory
Hills et al. (2018)	1 (0)	NR	–	UK	Diary	Autoethnography
Houwen et al. (2017)	22 (NR)	18+	PC	Holland	Stimulated recall interview	Constant comparative analysis
Junod Perron and Hudelson (2006)	26 (20)	M= 36 (SD = 10)	SC	Switzerland	Interview	“Editing style” qualitative analysis
Kornelsen et al. (2016)	38 (NR)	NR	PC	Canada	Semistructured interview	Grounded theory
Lidén et al. (2015)	10 (7)	24–61	PC	Sweden	Narrative interview	Phenomenological-hermeneutic
Lind et al. (2014)	24 (21)	20–47	SC	Denmark	Semistructured interview	Thematic analysis
Morse et al. (1997)	10 (10)	21–44	PC	USA (White, African American)	In-depth interview	Qualitative content analysis

# Postup

- **Zhodnocení primárních studií**

- Volba hodnoticího schématu (např. Harden et al., 2004; Long & Godfrey, 2004)
- Epistemologie/teoretický rámec, tvorba vzorku, sběr dat, analýza dat, validizační postupy

- *Vyřazování studií na základě kvality?*

- QMA je obvykle robustní vůči zařazení méně kvalitních studií (Levitt, 2018)
- Zahrnutí studií různé kvality umožňuje posoudit vliv metodologie na výsledky primárních studií (př. Levitt et al., 2017)

Criteria	Study																	n	%
	Cooper et al. (2015)	Cummings & Hallberg (1995)	Cummings et al. (1993)	Cummings et al. (1994)	Elliott (1985)	Grafanaki & McLeod (1995)	Grafanaki & McLeod (1999, 2002)	Heppner et al. (1992)	König et al. (2020)	Levitt & Piazza-Bonin (2011)	Morgan & Cooper (2015)	Sousa et al. (2018)	Timulak & Jisták (2001)	Timulak et al. (2010)	Watson et al. (2012)	Wilcox-Matthew et al. (1997)	Wills et al. (2018)		
1. An explicit theoretical framework and/or literature review.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	17	100%
2. Aims and objectives clearly stated.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	17	100%
3. A clear description of context.	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	16	94%
4. A clear description of the sample and how it was recruited.	X	X	X	X	X		X	X	X	X	X	X	X	X				13	76%
5. A clear description of methods used to collect and analyze data.		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16	94%
6. Attempts made to establish the reliability or validity of data analysis.		X	X	X	X		X	X	X	X	X		X	X		X		12	71%
7. Inclusion of sufficient original data to mediate between evidence and interpretation.		X		X	X	X	X		X	X	X		X		X		X	11	65%



# APA

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## Journal Article Reporting Standards for Qualitative Primary, Qualitative Meta-Analytic, and Mixed Methods Research in Psychology: The APA Publications and Communications Board Task Force Report

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The American Psychological Association Publications and Communications Board Working Group on Journal Article Reporting Standards for Qualitative Research (JARS-Qual Working Group) was charged with examining the state of journal article reporting standards as they applied to qualitative research and with generating recommendations for standards that would be appropriate for a wide range of methods within the discipline of psychology. These standards describe what should be included in a research report to enable and facilitate the review process. This publication marks a historical moment—the first inclusion of qualitative research in APA Style, which is the basis of both the *Publication Manual of the American Psychological Association* (APA, 2010) and APA Style CENTRAL, an online program to support APA Style. In addition to the general JARS-Qual guidelines, the Working Group has developed standards for both qualitative meta-analysis and mixed methods research. The reporting standards were developed for a range of qualitative traditions, methods, and reporting styles. The Working Group approaches to inquiry. In this article, they present these standards and their rationale, and they describe how the standards differ from the quantitative research reporting standards. They detail the ways that the standards can be used by authors in the process of writing qualitative research for submission as well as by reviewers and editors in the process of reviewing research.

**Keywords:** qualitative research methods, qualitative meta-analysis, reporting standards, mixed methods, APA Style

Historically, APA Style, which is the basis for both the *Publication Manual of the American Psychological Association* (hereinafter referred to as the *Publication Manual*; APA, 2010) and APA Style CENTRAL, has defined the

standards and style of research reporting for psychology as well as many other social science journals. APA Style, however, has not included reporting standards for qualitative research. As a result, authors preparing reports of

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Reporting Standards (Working Group). The Working Group thanks the APA Publications and Communications Board, the Society for Qualitative Inquiry in Psychology's International Committee, and the Council of Editors in Psychology's International Committee, and the article. This report was prepared with assistance from a draft of this article by Ayubi and Anne Woodworth.

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# Postup

- **Příprava dat**

- Extrakce výsledkových částí primárních studií, kontextuální informace
- Do textového souboru, tabulky (supplementum)
- Extrahovat také deskriptivní informace ke studiím

- *Primární data? (X množství, jazyková bariéra)*
- *Interpretace bez explicitní evidence?*
- *Více studií vycházejících ze stejného projektu?*

# Postup

- **Analýza dat**

- Rozdělení textu na významové jednotky (často kratší)
- Roztřídění do domén (Hill, 2012)
- Kódování a třídění (kategorizace) významových jednotek (*constant comparison method*, Boeije, 2002)
- Konsolidace kategorií

- *Bottom-up vs top-down?* (Levitt et al., 2016)
- *Sumarizace vs syntéza?*
- *Respektovat kategorie primárních studií vs „rozbít“ původní strukturu a resyntetizovat výsledky* (Levitt, 2018)
- *Využít framework některé z primárních studií?*
- *Frekvenční analýza?* (Sandelowski & Barroso, 2003)
- *Posouzení vlivu metodologie primárních studií na výsledky?*

**Table 2.** Representation of themes in the primary studies.

Study	Theme								Intensity
	Need to feel understood	Struggling with isolation	"Sense of self" in strain	Facing uncertainty	Searching for explanations	Ambivalence about diagnosis	Disappointed by healthcare	Active coping	
Aamland et al. (2013)	x	x	x	x		x	x	x	88 %
Burton et al. (2011)			x	x	x	x	x		63 %
Claassen-van Dessel et al. (2015)	x		x	x	x		x	x	75%
Dwamena et al. (2009)	x	x		x	x	x	x	x	88 %
Hills et al. (2018)			x	x	x			x	50 %
Houwen et al. (2017)	x						x		25 %
Junod Perron and Hudelson (2006)	x	x		x	x	x	x		75 %
Kornelsen et al. (2016)	x	x	x	x	x	x	x	x	100 %
Lidén et al. (2015)	x	x	x	x	x			x	75 %
Lind et al. (2014)	x	x	x						38 %
Morse et al. (1997)	x	x			x	x	x		63 %
Moulin et al. (2015a, 2015b)*	x	x	x		x	x	x		75 %
Nettleton et al. (2004, 2005) and Nettleton (2006)*	x	x	x	x	x	x	x		88 %
Nunes et al. (2013)	x	x	x	x	x	x	x		88 %
Østbye et al. (2020)	x	x	x	x	x	x	x	x	100 %
Peters et al. (1998)	x	x			x	x	x		63 %
Peters et al. (2009)	x	x			x	x	x	x	75 %
Risør Risør, Risør, (2009)	x				x	x	x	x	63 %
Salmon et al. (1999)						x	x		25 %
Sowińska and Czachowski (2018)	x	x	x	x	x		x	x	88 %
Whitley et al. (2006)		x			x			x	38 %
Frequency	85%	75%	60%	60%	85%	70%	85%	55%	

Note: Frequency=the proportion of primary studies in which a theme was present; intensity=the proportion of themes to which a primary study contributed (see Sandelowski & Barroso, 2010).

\*Multiple studies were merged into a single row, since they were based on the same project/dataset.

# Příklad: Meta-method study

Table 1  
*Summary of Main Findings in Metamethod Analysis*

Mean number of participants	Data collection via individual interviewing	Reported using consensus	Reported using auditor	Reported using saturation
13.04 ( <i>SD</i> = 10.90)	97 studies; 89.0%	53 studies; 48.6%	41 studies; 37.6%	29 studies; 26.6%

Reported reflexivity description or procedures	Reported number of participants per finding	Check on collection	Check on findings	Triangulation*
88 studies; 80.7%	53 studies; 48.6%	22 studies; 20.2%	24 studies; 22.0%	22 studies; 20.2%

# Příklad 2: work in progress

META-CATEGORIES	Number of studies	Data Collection		comparison
		immediate	delayed	
		59	44	
1 Self-awareness, self-understanding, and more adaptive cognitive processes		97%	100%	p = .506
2 Attitude toward self		76%	66%	p = .274
3 Relational and social functioning		46%	45%	p = 1.000
4 Own resources		44%	48%	p = .842
5 Emotional functioning		29%	36%	p = .523
6 Behavioral functioning		90%	100%	p = .036, immediate > delayed
7 Symptom and problem change		51%	45%	p = .691
8 General well-being		71%	70%	p = 1.000
9 Generally embracing life		51%	64%	p = .231
10 Not specifically related to psychotherapy		17%	14%	p = .786

# Postup

- **Kredibilita aneb „Management“** výzkumníkovy perspektivy ([Levitt, 2018](#))
  - Tým:
    - Audit
    - Nezávislá analýza
    - Společná analýza
  - V různých fázích procesu
  - Transparentnost východisek a postupu

# INTEGRITY WITHIN QUALITATIVE RESEARCH

## Concepts Re: Fidelity to Subject



### Adequate Data:

Are the data adequate?

*Principle: Fidelity is improved when data are collected from diverse sources that can shed light upon variations in the phenomenon as they are relevant to the study goals.*

## Concepts Re: Utility in Achieving Goals



### Contextualization:

Are data contextualized and limits clear?

*Principle: Considering findings within their appropriate context (e.g., location, culture, historical epoch) improves their utility.*

## Data Collection

### Perspective Management in Data Collection:

Is the researcher perspective in data collection managed to enhance fidelity?

*Principle: Fidelity is improved when investigators recognize and are transparent about the influence of their perspectives upon data collection and appropriately limit that influence to obtain clearer representations of their phenomenon—regardless of the researchers' direct experience with or standpoint in relation to that phenomenon.*

### Catalyst for Insight:

Can the data lead to insights relevant to the project goals when analyzed using the method under study?

*Principle: Collecting data that are unconstrained and provide rich grounds for insightful analyses will maximize the utility of the research.*

### Perspective Management in Analysis:

Is the researcher perspective in data analysis managed to enhance fidelity?

*Principle: Fidelity is increased when researchers consider how their perspectives influenced or guided their analysis (e.g., suspending, countermending, or consciously using their perspectives, depending on their approach to inquiry) in order to enhance their perceptiveness in their analysis.*

## Data Analysis

### Groundedness:

Are the findings grounded within the data that supports their understanding?

*Principle: Fidelity is enhanced when findings are based within data that support understanding.*

### Meaning Contributions:

Are the findings meaningful contributions toward the project goal?

*Principle: Using methods that enable a meaningful contribution in relation to the study goals increases utility.*

### Coherence:

Are the meanings of findings coherent with one another?

*Principle: Delving into differences within findings and explaining how they relate to one another will enhance the coherence within the findings and their utility.*

# Limity

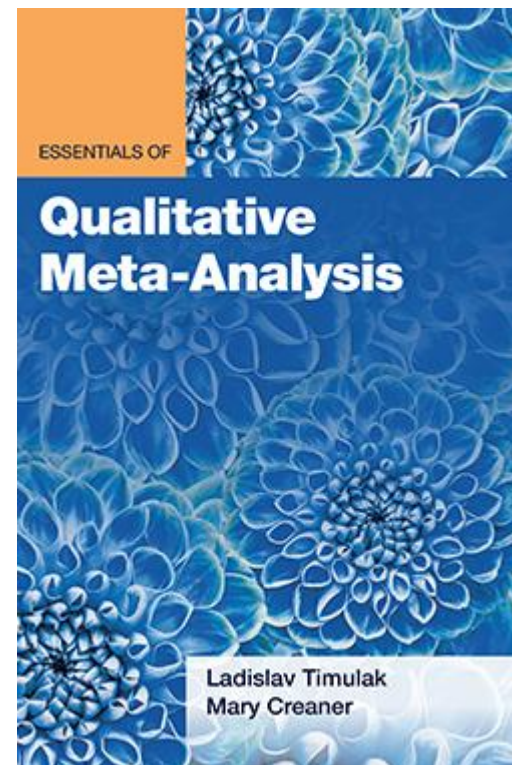
- Obvykle nemáme přístup k primárním datům – je obtížné zohlednit kontext
- Výsledky, které analyzujeme, jsou již z velké části interpretacemi autorů primárních studií
- Primární studie mnohdy odpovídají na různé otázky, mají různou šíři záběru, stavějí na různých epistemologických přístupech
- Výzkumník může výsledek značně ovlivnit (zvláště je-li v oblasti osobně angažován)

# Přístupy ke QMA

- **Meta-analýza** (Timulak & Creaner, 2023)
- **Meta-etnografie** (Noblit & Hare, 1988)
  - Překlad jedné studie do „jazyka“ druhé (reciprocal translation, refutation synthesis, line-of-argument synthesis)
- **Meta-study** (Paterson et al., 2001)
  - *Meta-data* analysis („obsah“), *meta-method* (vliv předpokladů a metody), *meta-theory* (teoretické pozadí, socio-historický kontext)  
} *meta-synthesis*
- **Meta-summary** (Sandelowski & Barroso, 2003)
  - Deskriptivní; extrakce—abstrakce—výpočet „velikosti efektu“
- **Grounded formal theory** (Glaser & Strauss, 1967; Kearney, 1998)
  - Abstraktnější teorie vytvořená na základě primárních „substantivních“ teorií
- **Critical interpretive synthesis** (Dixon-Woods et al., 2006)
- **Thematic synthesis** (Thomas & Harden, 2008)

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