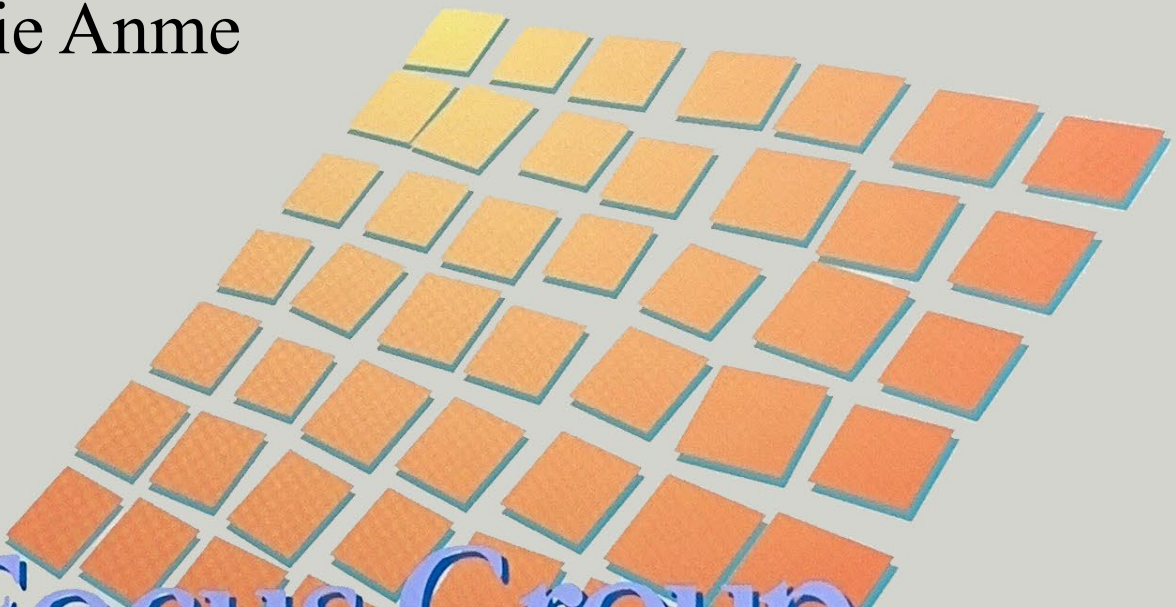# Group Interview Method III

/ For Academic Papers and Reports

The development of qualitative research methods based on scientific evidence

Tokie Anme

Focus Group INTER-VIEW

For Human services

Group interview Method III

/ For Academic Papers and Reports

Part 1: Fundamentals of Academic Paper/Report Writing

Overview of group interview method

1. About group interview act

(1) A method for qualitative information understanding using group dynamics

(2) Information on the dynamic involvement of multiple people is collected and systematically translated to construct a new theory.

(3) One major benefit of group interviews is that, because of the group dynamics, they can provide deeper and more comprehensive insights than individual interviews.
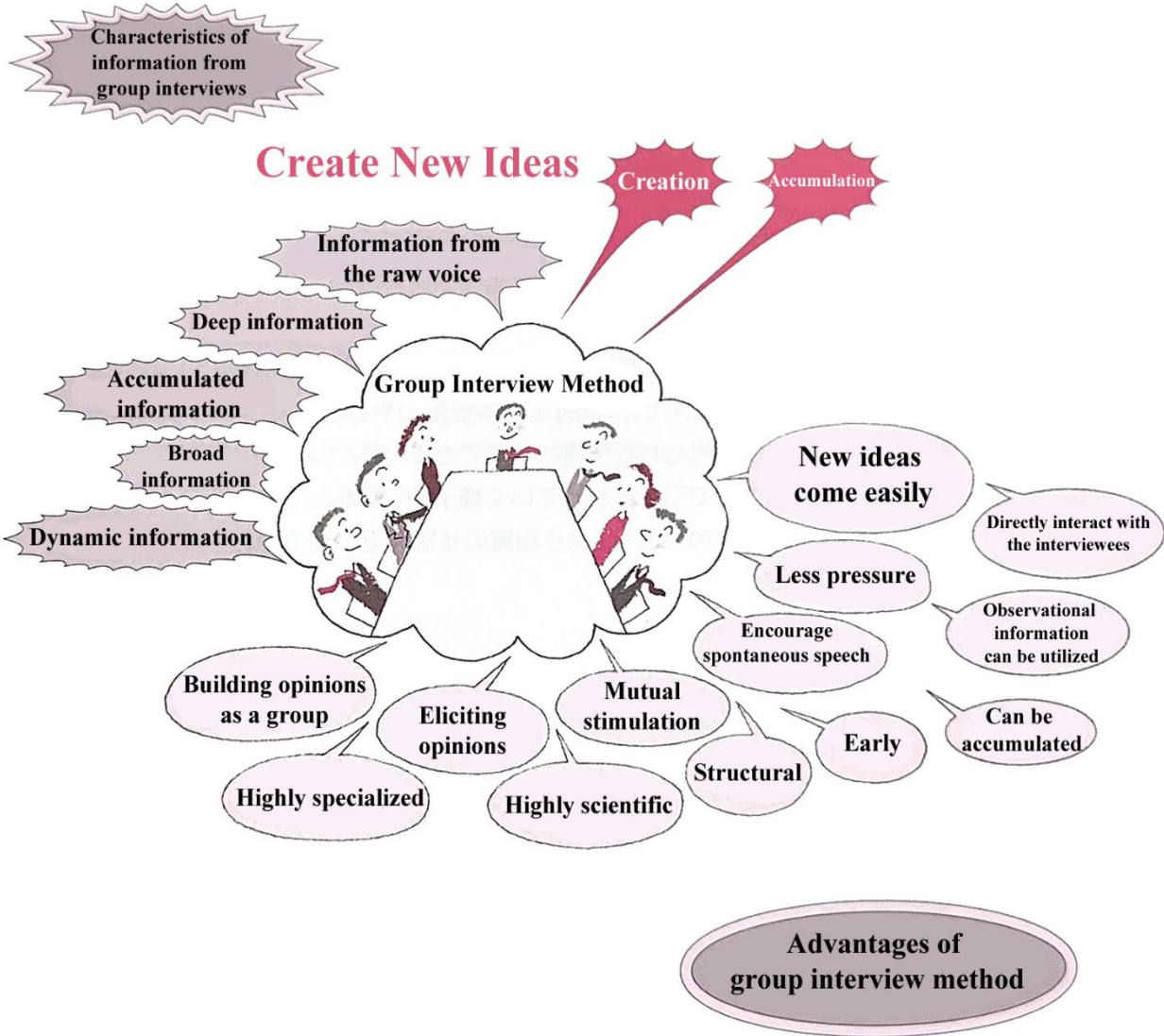
2. Characteristics of group interview

(1) Approach to information on "real life"

(2) Quality information based on members

(3) It is possible to grasp both the action of the member and the background situation which gives meaning to the act

3. Purpose of group interview

(1) Grasp general background information of interest themes

(2) Further research hypothesis setting using qualitative approach

(3) Creation of new ideas and concepts

(4) Clarification of basic issues such as new programs and services

(5) Clarification of impressions on programs, services, and institutions with interest

(6) Clarification of the needs and opinions of persons concerned

(7) Extraction of questionnaire items and items necessary for qualitative research

(8) Evaluation of existing programs

4. Group interview methods

(1) Moderator: 1 interviewer (1 sub-interviewer)

(2) Recorder: Note taking, 1 observer (responsible for recording and videography, 1 each)

(3) Interview subjects: Usually 6-12 people

(4) Time required: 1:30 – 2:30 hours

(5) Location requirements: Quiet private room, audio and video recording equipment

Characteristics of information from group interviews

Create New Ideas

Creation

Accumulation

Information from the raw voice

Deep information

Accumulated information

Broad information

Dynamic information

Group Interview Method

New ideas come easily

Directly interact with the interviewees

Less pressure

Observational information can be utilized

Encourage spontaneous speech

Building opinions as a group

Eliciting opinions

Mutual stimulation

Can be accumulated

Early

Structural

Highly specialized

Highly scientific

Advantages of group interview method

Chapter 1 Scientific rationale for group interviews

❶ Characteristics of group interview

The focus group interview method is one of the qualitative research methods that generate new theories and methods from **"the language and behavior of the party"**, **"their practices" and "their living situations"**. In particular, the following three points can be regarded as its major strengths:

① By utilizing group dynamics, it is possible to grasp information that is exuded in a more natural way from dynamic interactions between the researcher and the party, which is difficult to obtain in a one-on-one interview between the researcher and the person concerned. Meaningful information in a manner that is more representative of the actual situation can be gathered from each person's perspective as revealed by group dynamics and casual interactions with others.
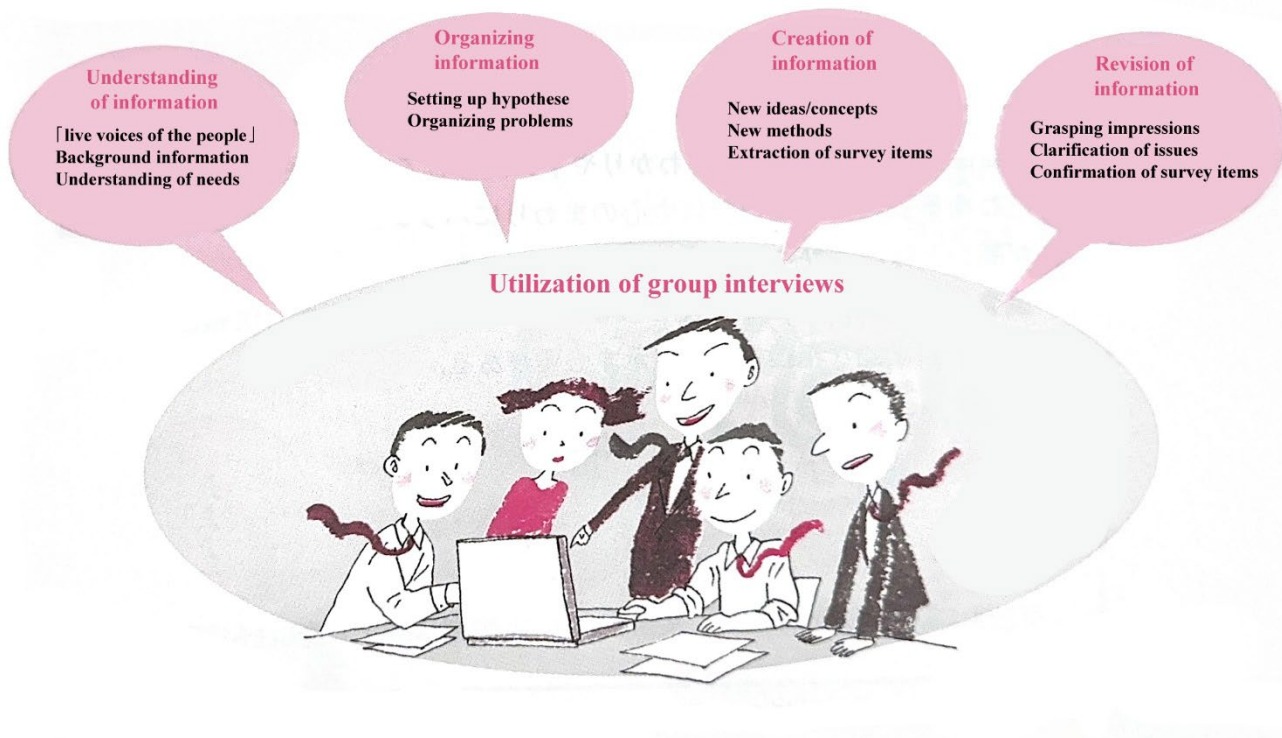
② It is easy to triangulate (triangulation/ multi-perspective approach: combining multiple research methods to increase reliability). Based on the set theme or hypothesis, quantitative research methods such as questionnaires and qualitative research methods such as group interviews can be combined as "two wheels" to further improve the validity and reliability of the research. In addition, when combined with other qualitative research methods, such as individual interviews, the insights gained through group dynamics can be more effectively interpreted and applied.

③ It leads to empowerment of the parties involved and investigators. By participating in a group interview, the participants share "a place to express themselves and exchange opinions" with other participating members. Through shared experiences, empathy flourishes, leading to deeper insights and meaningful connections, ultimately empowering individuals and communities within human services.

The group interview method is suitable for research topics and practical problems where more effective information can be obtained by utilizing group dynamics.

For example, the following themes are effective:

1. Systematically organize the "raw voices" of the people involved

2. Understand the latent and explicit information behind the topic of interest

3. Formulate hypotheses for further research using a qualitative approach

4. Create new ideas, concepts, methods and solutions

5. Identify basic issues of new programs, services, etc.

6. Gain deeper insights into the stakeholders' perceptions of relevant programs, services, and institutions

7. Clarify the needs and opinions of stakeholders

8. Develop comprehensive research questions and survey items suitable for qualitative or quantitative data collection

9. Assess the relevance and reliability of research instruments used in qualitative or quantitative studies

10. Evaluate existing programs, etc.

Understanding of information

⌈live voices of the people⌋
Background information
Understanding of needs

Organizing information

Setting up hypothese
Organizing problems

Creation of information

New ideas/concepts
New methods
Extraction of survey items

Revision of information

Grasping impressions
Clarification of issues
Confirmation of survey items

Utilization of group interviews

❷ Scientific basis and information utilization

Qualitative research is a method for thoroughly exploring and understanding individual experiences and their practices using empirical means. Therefore, if we rephrase the validity and reliability of qualitative studies, "validity" would be how well the results can be used as "evidence", and "reliability" would be how "certain" or reproducible the results are.

Although it is different from the validity and reliability of quantitative research that can be clearly presented in numbers, "evidence" and "certainty" are effective as the validity and reliability of "information that makes use of reality" (Table1-1, Figure1-1).

**Table 1-1 Validity and reliability in qualitative research**

Quantitative research	Qualitative research
Validity	Evidence
Reliability	Certainty (reproducibility)

In order to demonstrate the validity and reliability of qualitative research, it is necessary to discuss "evidence" and "certainty" using the "descriptive method".
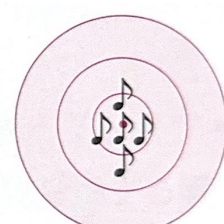

A good example of validity and reliability is the target arrow in the figure. High validity means a balanced gathering around the center, while high reliability means little variation. For the results of a survey to be used as evidence, both validity and reliability need to be demonstrated using scientific indicators.
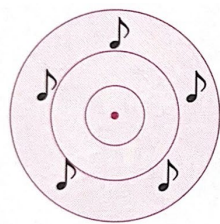
Validity is high but reliability is low
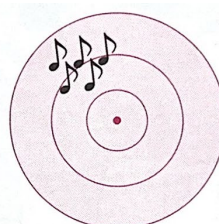
Reliability is high but validity is low

Both validity and reliability are high

**Figure 1-1 About validity and reliability**

For example：

1. **Does the chosen research method align with the research objectives and the characteristics of the study population?**
2. **Are the findings grounded in empirical evidence?**
3. **Do the results have practical significance and relevance to the real-world context and the people involved?**
4. **Have the potential strengths and limitations of the research methods been thoroughly considered and discussed?**

Unlike quantitative surveys, qualitative research cannot be analyzed solely through numerical calculations. Therefore, it is effective to present supporting information in a multifaceted way, considering various perspectives.

On the other hand, the reliability of the group interview can be verified by utilizing the results in practice situations, and whether the results can be applied to similar situations or to different problems.

For instance, one approach is to gauge the feasibility of the results by applying them to comparable and contrasting contexts and then determining their potential for realization.
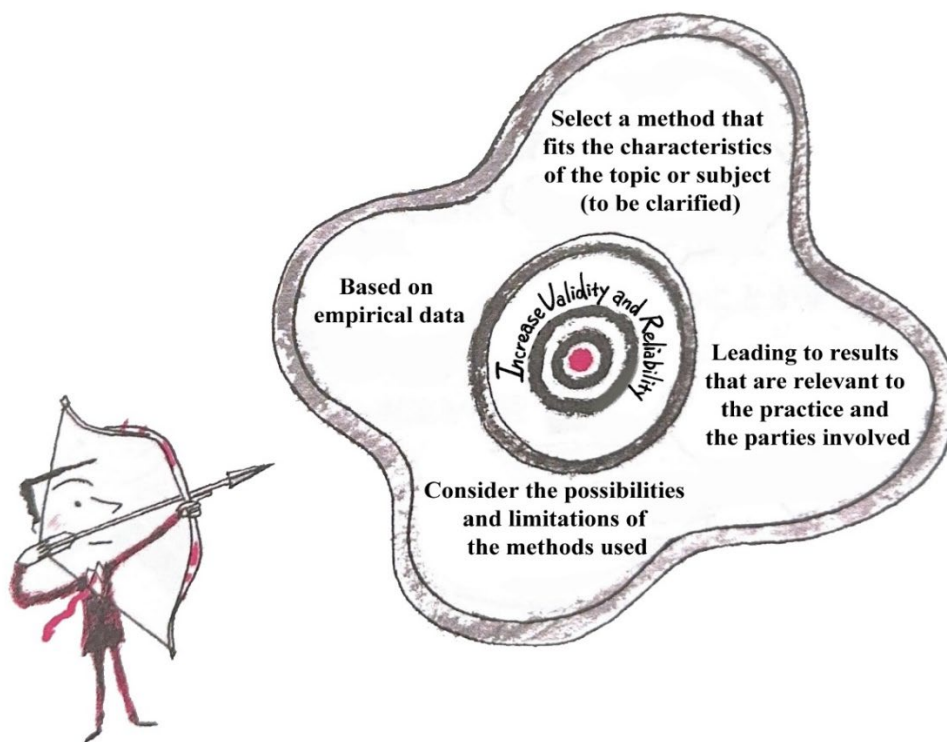
Chapter-2 Evidence-Based Research Process

The group interview method, which is one of the qualitative research methods, always requires a thorough examination of information as "scientific evidence" that incorporates two streams:

From theory (overall picture) to empirical data (individual information)
From empirical data (individual information) to theory (overall picture)

In other words, it is a process of identifying both "the viewpoint of how the empirical data (individual information) obtained is positioned in terms of the system of existing theories and research results (the overall picture)" and "the viewpoint of where and what can be added to the existing system of theories and research results in terms of the empirical data (individual information)".

At the intersection of these two streams, "**new theories and methods**" emerge that bridge the gap between empirical data and existing theories, within the context of group dynamics
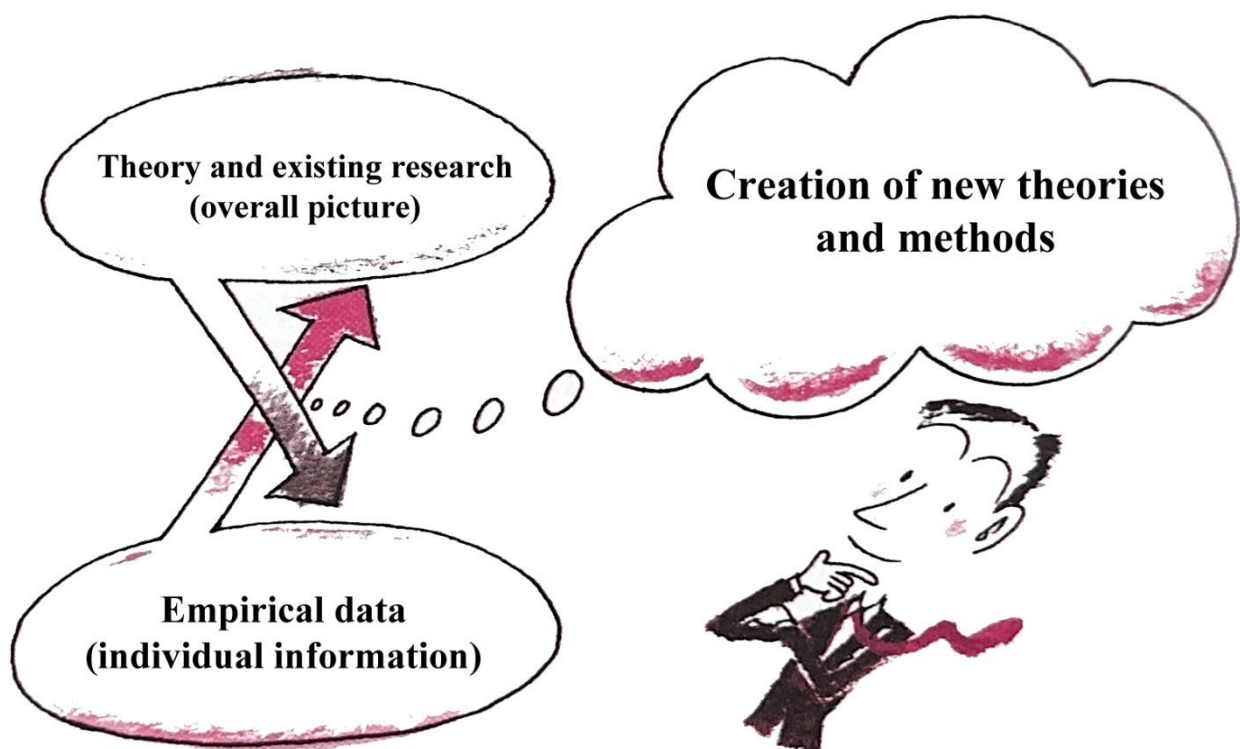
To ensure the reliability and grounding of this intersection, it is essential to implement specific strategies in every research process. In other words, it is necessary to consider the following research process to ensure validity and reliability: "issue setting" → "hypothesis setting" → "working hypothesis setting" → "selection of target groups" → "selection of implementation method" → "interview guide preparation" → "data collection" → "data analysis" → "paper/report preparation" → "feedback".

This means that consideration must be given to ensure validity and reliability in the entire research process.

The following is to enhance the validity and reliability of group interviews as a scientific basis：

    ① **Research design stage**

    ② **Implementation stage**

    ③ **Analysis stage**

    ④ **Article/report writing Stage**

    ⑤ **Feedback stage**

The following section explains the points that need to be considered in each of the five stages of the research process.

● Research design stage

Theme setting (issue and hypothesis setting)

The preparation for using group interviews as a scientific evidence begins at the very beginning of research, when the problem is set, and the research is designed. At first, it is important to have an "general outlook" on how to proceed with research. The " general outlook" begins with clarifying the theme and hypothesis, "What new knowledge do you want to bring to the practice or to what part of the people involved?" It is then desirable to envision several "paths" to reach that goal, taking into consideration multiple possibilities from various aspects.

For example, using a logic analysis method such as "empowerment support design" (Figure 2-1), you can organize the process by creating a conceptual diagram that clearly states the target, current situation, background, influencing factors, support, and rationale (For details, see my book "Health and Longevity Empowerment") - at the stage of setting themes or hypotheses. By drawing a logical "road map" of the overall picture to be clarified, it becomes easier to organize the positioning of the various information drawn out by group dynamics.
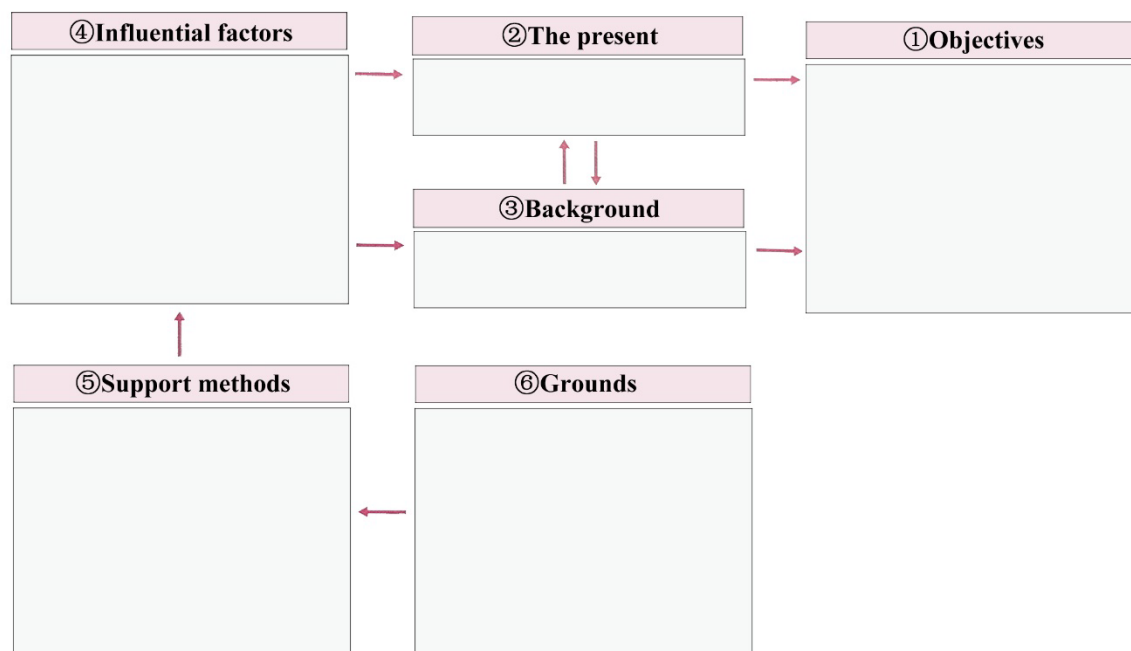
④Influential factors		②The present		①Objectives	

③Background	

⑤Support methods		⑥Grounds	

Figure 2-1 Empowerment support design

To enhance validity and reliability, it's essential to select a '**working hypothesis**' that is clear, consistent, feasible, and directly addresses the relationship between specific elements. The group interview method requires a design that takes advantage of the group's unique dynamics and interactions.

For example, the interviewer should set a theme that encourages free thinking, incorporate common interests of the participants, and provide an environment that facilitates the expression of honest opinions.

It is also effective to use "key concepts (points of emphasis)" as much as possible in advance. These are the "key" concepts or key words that link the air pockets that have yet to be clarified in existing research to the original proposal in validating the theme or hypothesis.

For example, the "key concept" introduced in Chapter 3 (see p.33) is "**collaboration**". It focuses on how to involve residents in promoting community empowerment and how to construct new services through collaboration beyond the conventional form of services provided by local governments.

In order to enhance the validity and reliability of the study, it is crucial to meticulously outline research procedures during the design phase, ensuring that the design is aligned with the intended analysis.

Selection of Target Groups

In group interview methods, the number of participants per group is typically kept small to facilitate effective interaction and discussion. Even if several group interviews are conducted, this does not provide information from a large target audience.

Due to the limited amount of information, the quality of the selected participants influences the outcome. Therefore, the quality of the results obtained from group interview methods depends significantly on selecting participants who are directly relevant to the themes or hypotheses being explored.

In quantitative research methods, representativeness is understood in terms of random sampling that ensures a broad representation. However, in group interviews, it is essential to consider where the selected members are positioned within the relevant theme or hypothesis conditions (population) and how they relate to other characteristics. Based on this, participant selection should be guided by the actual content derived from them, taking into account their individual characteristics and relevant background factors.

In group interview methods, sampling method is not supposed to be random selection to represent the entire "population" as in quantitative research methods. On the contrary, the focus is on how much meaningful qualitative information can be obtained. There are specific qualitative criteria for the selection of cases, which may depend on the nature of the discussion or the importance of the method. Here are five methods for selection of participants:

① **Select a Typical Case**

Use typical examples that are closest to the majority or average related to the set theme or hypothesis. This allows for an in-depth analysis of information closest to the actual situation.

② **Select a High demonstrability Case**

Choose cases with unambiguous evidence that can validate the set theme or hypothesis. This helps clarify the mechanisms behind the current situation and the relationship between relevant factors.

③ **Select an Extreme Case**

Use cases that are either extreme successes or failures related to the set theme or hypothesis. Analyzing the factors leading to such extreme situations can deepen the overall understanding.

④ **Select Cases that Maximize Diversity**

Even within a limited number of samples, use cases that reflect as much diversity as possible. This ensures a certain level of representativeness in analyzing different cases related to the set theme or hypothesis.

⑤ **Select a Convenient Case**

In some situations, easily accessible cases are used. In everyday practice, this method may be selected due to human or budgetary constraints.

When conducting multiple group interviews, it is possible to combine and utilize those five.
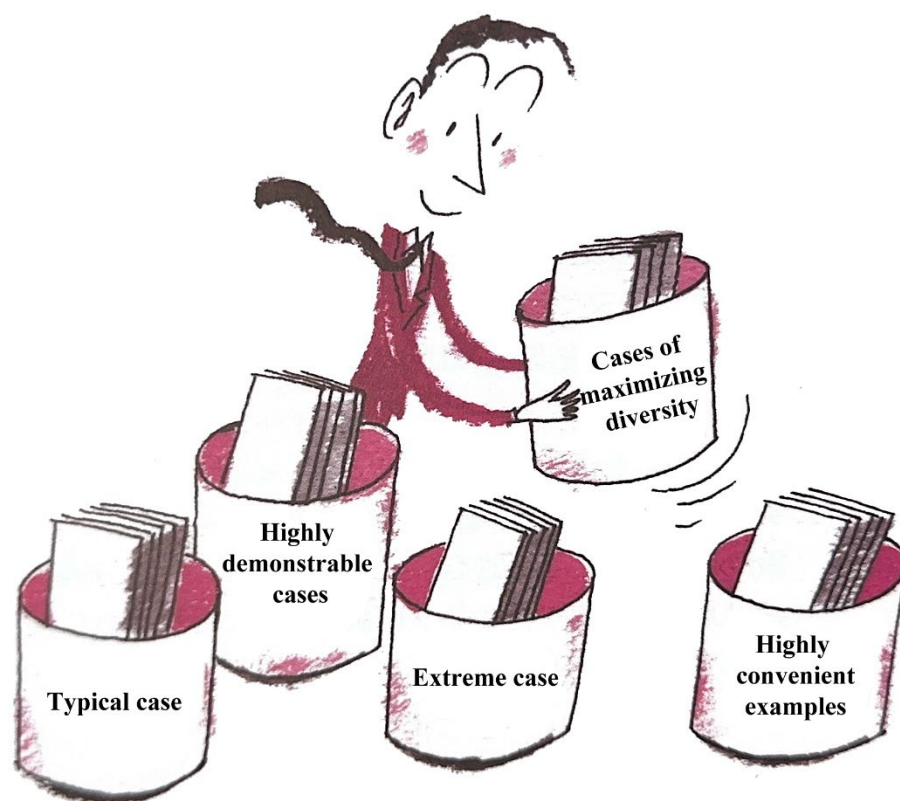
Creating an Interview Guide

An interview guide is a document prepared in advance of an interview that outlines the objectives, target audience, and the content of the questions (refer to the reference material on the next page- p14). When creating an interview guide, it is important to include questions that are "easy to answer and analyze." These questions, which are intended to be simple and easy to understand, do not address abstract ideas or concepts. Instead, they concentrate on concrete experiences and issues that occur frequently in daily life.

The verbal and non-verbal information obtained from participants is rooted in their experiences and expressed in their own words, which makes the relationships between the various pieces of information clearer. While developing an interview guide, it is preferable to design questions that encourage the group dynamics to be natural, lively and engaging.

Before conducting a group interview, it is necessary to not only determine the method of the interview but also to discuss among the analysis team "how the analysis will be conducted."

For example, deciding in advance how to "set the focus" or determining which background members to prioritize in relation to a particular theme, in coordination with the interview method, will make the analysis process more straightforward.

1. **Objectives**

The objective is to consolidate information from diverse professional viewpoints to inform the development of a questionnaire that will facilitate the creation of a 'Healthy Japan 21' initiative tailored to the specific characteristics of this city. Furthermore, the goal is to elucidate the conditions essential for providing effective services that emphasize resident involvement and contribute to future evaluations of a comprehensive regional service delivery system

2. **Participants**

The following 10 professionals who are well-versed in the regional characteristics of this city and the issues related to health and welfare services:

1) Public Health Nurses (Chief-level or above, responsible for health promotion from children to the elderly)

2) Visiting Nurses (Chief-level or above)

3) Physicians (knowledgeable in environmental health and occupational health fields)

4) Dentists (knowledgeable in providing care to bedridden individuals and people with disabilities in the community)

5) PSWs (Psychiatric Social Workers) or Public Health Nurses (responsible for community mental health)

6) Dietitians (responsible for community nutrition improvement activities)

7) Care Managers (individuals with qualifications and experience as care workers)

8) Social Workers (knowledgeable in home support for children and adults with disabilities)

9) Exercise Therapists (Chief-level or above, responsible for community health promotion exercises)

10) Teachers (knowledgeable about the health of preschool and school-age children)

Specific Characteristics of the Target: The specific characteristics are indicated in parentheses. Clearly defining the characteristics of the participants can enhance validity.

3. **Interview Content**

1) The regional characteristics and issues related to health and welfare in this city that need to be reflected in "Healthy Japan 21"

2) The survey items necessary for the formulation of "Healthy Japan 21" from the perspective of various professionals

3) The environmental conditions necessary to promote "Healthy Japan 21" with an emphasis on resident participation

4) Ideas for future developments

Since time is limited, it is recommended to set 3 to 5 main topics.

Reference Material: Example of an Interview Guide
(For details, refer to my book "Group Interview Methods in Human Services").

❷ Implementation Stage

At the implementation stage of a group interview, it is necessary to enhance internal validity (see p.27), that is, to ensure that the relationship between the two variables obtained is as accurate as possible. To achieve this, it is essential to eliminate factors (confounding factors) that are predicted to cause interference. To obtain highly accurate results, it is desirable to understand what might affect the outcomes and to take preventive measures in advance as much as possible.

There are six potential threats to internal validity:

① Impact of Individual Backgrounds

Differences in experiences, gender, age, and other background factors of the participating members can have a significant impact. It is important to carefully consider how these background differences affect the group interview and analysis.

② Changes Due to Interpersonal Interactions

Group dynamics may cause participants' views to change by incorporating "other members' opinions" into their "new opinions." During the interview, participants' views may shift, which could influence the hypothesis. It is necessary to track how these changes occur.

③ Bias Among Group Members

If the group interview participants are not representative of the entire population under the study and exhibit certain biases, the identified relationships may not be generalizable to the broader population. It is necessary to clarify the position of the participating members within the entire study population involved in the targeted theme and what characteristics they have. Based on these characteristics, it is necessary to consider what possibilities they offer for the relationship.
While conducting the group interview, facilitate a dynamic that encourages full participation and a balanced exchange of perspectives among all members.

During the analysis phase, the views from multiple perspectives as well as the background factors should be closely examined. This allows for analysis in the context of the whole picture, with minimal bias. In addition, a well-documented bias will help to clarify the overall location of the bias, which is useful for interpretation, even if a bias is observed in the model examinations.
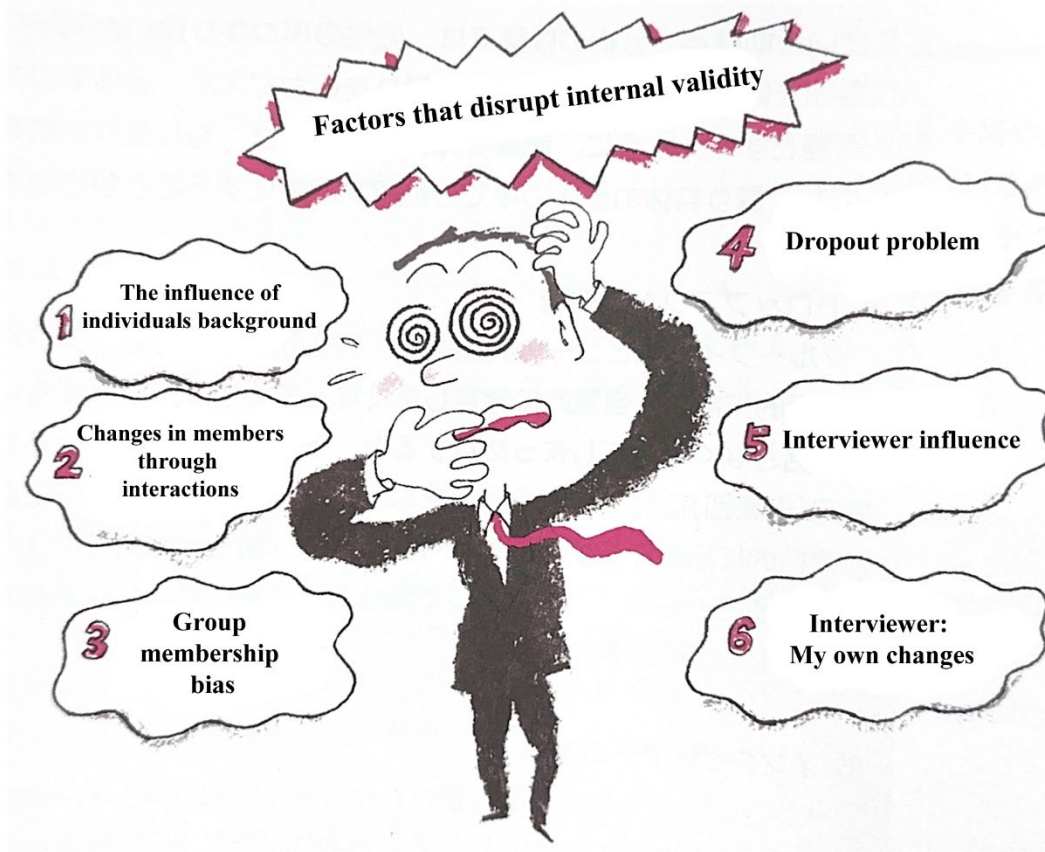
④ Dropout Issues

During the group interview, if a participant becomes passive or stops speaking for some reason, it can cause the discussion to expand or diverge. This prevents capturing the opinions held by that person within the group (population). Measures should be taken to encourage active participation from all members to prevent such situations. If this occurs, the analysis should consider the impact on the results.

⑤ Interviewer Influence

If the interviewer overly guides the discussion, it may suppress the spontaneous input from participants, causing the opinions to reflect more of the interviewer's influence. Interviewers should be constantly aware of how their facilitation and behavior affect the participants and strive to minimize it. During analysis, the interviewer's influence should also be considered.

⑥ Changes in the Interview Itself

Not only the participants, but the interviewer themselves may change due to group dynamics, leading to unanticipated paths or modifications in direction. For example, group dynamics may highlight important points, leading to discussions that deepen into directions opposite to the original plan. During analysis, the changes in the interview over time, along with changes in the participants' group dynamics, need to be considered.

Factors that disrupt internal validity

1 The influence of individuals background

2 Changes in members through interactions

3 Group membership bias

4 Dropout problem

5 Interviewer influence

6 Interviewer: My own changes

Also, it is desirable to conduct interviews with "multiple groups" as much as possible. The composite analysis of the results from multiple group interviews allows for comparative examination and verification of background factors that cannot be obtained from a single group interview. Additionally, it is effective in increasing validity and providing more persuasive scientific evidence.

When setting up multiple groups, it is desirable to conduct analysis and verification from different positions or multifaceted perspectives on the content in a more in-depth manner.

For example, the case of a qualitative grasp of service needs:

① The perspective of service users with diverse backgrounds
② The perspective of the service providers
③ The perspective of intermediate users (professionals) who possess a deep understanding of the conditions faced by a wide range of users

It is advisable to set up different groups that have varied perspectives on the same service.

❸ Analysis Phase

The analysis of group interviews commences with the comprehensive creation of "**verbatim transcripts and observation records**". This foundational step is essential for ensuring validity and reliability by preserving all relevant information without omissions.

Next comes the **primary analysis** (extracting important items), **secondary analysis** (extracting important categories), and **group analysis** (when multiple group interviews are conducted) (for more specific techniques, refer to the book "Group Interview Methods in Human Services").

Primary Analysis (Extracting Important Items)

Before starting an analysis, in principle, all members' verbal and non-verbal expressions should be recorded. This information will become an important basis for all analyses. After the verbatim and step-by-step observation records are fully organized, it is best to conduct an analysis as soon as possible to avoid memory decay.

1) **In the primary analysis phase, follow the interview guide's questions to identify "important content" and "meaningful content." These are referred to as "important items."**

2) **Confirm the meaning of the statements from the speakers. From the tone of voice and facial expressions, grasp the importance the speaker places on the content.**

3) **Observe how other members react to these statements through gestures or facial expressions to determine whether the opinion represents "the consensus of the group," "a specific subgroup's opinion," or "an individual opinion."**

4) **Interpret the background of the extracted "important items" by considering what led to them, considering group dynamics. In other words, consider whether the content arises from the members' attributes, social background, or interpersonal interactions within the group. It's also important to consider the context behind the expression.**

Secondary Analysis (Extracting Important Categories)

The secondary analysis phase involves extracting "important categories" from the list of "important items" and their background factors obtained in the primary analysis. This step is intended to identify the overall flow and context. Throughout this process, focus on what is most appropriate to convey. The systematic organization of the analysis involves drawing out the "important categories." When identifying these categories, pay attention to the following points:

1) **Purposeful Information, "a systematic cohesion of meaningful information" is a "important key category". "Meaningful information" is information that is clearly linked to the objectives, such as that which is helpful in achieving the objectives, or that which is a disincentive to achieving the objectives.**

2) **Flexibility of Categories: It may be necessary to change the names or content of "important categories" if more appropriate terms arise during the analysis. It is important to approach "important categories" and "important items" as flexible entities that can be modified as needed.**

3) **Scientific Validity: Examine the scientific basis of the "important categories" to ensure they are accurate and representative of the overall context.**

4) **Continual Review: Continue the analysis process until the "important categories" comprehensively cover all aspects, achieving a consensus among the analysts. During this ongoing process, it is acceptable to consider other categories as necessary.**

The skill of '**systematic description**' can be acquired through repeated practice, involving active participation in group interviews and organizing the results under the guidance of a supervisor. While it may initially be time-consuming, with experience and familiarity, this process can become efficient once the ability to identify and articulate the central themes within the 'important categories' is established.

When extracting "important categories," it is necessary for at least the analysis staff to be well-acquainted with the objectives and issues of the subject theme. It is precisely because they are well-acquainted that several analysis staff members can thoroughly read the verbatim records and identify the appropriate "important categories."

Specific methods for identifying "**important categories**" include the following:

1) First, on a sheet where verbatim records and observation records are combined, use a highlighter to mark the "meaningful items (important items)" in alignment with the objectives.

2) After that, it is helpful to create entry fields, as in the "Reference Material (p.23)" record sheet and input the important items. This step can be skipped if necessary. However, doing this will make it easier to compile information later when writing reports or papers, and it will help reduce writing time.

3) Arrange all the extracted "important items" and think about the flow (story) to effectively achieve the objectives, including the "unspoken issues not expressed by the members" that lies in the background.

4) Group the "important items" by scenes of the story and give them a "heading." This heading becomes the "important category."

5) Multiple analysts should perform the same tasks, then discuss the similarities and differences. This discussion should lead to determining the important categories in a way that is most objectively explained and agreeable to everyone.

Once the "important categories" are decided, the next step is to add specific member quotes and content summaries to flesh out each "important category." The procedures for fleshing out the categories are as follows:

1) Collect all the content from the verbatim records and observation records related to the "important categories." When doing this, if there are long statements, it is advisable to divide and list only the relevant parts to the extent that the meaning remains clear.

2) During this process, there may be situations where it is better to change the name or content of the "important categories." It is best to think of both "important categories" and "important items" as flexible enough to be changed, and open to modification rather than as fixed.

3) Continuously assess what the "important categories" represent in the overall flow, how meaningful they are, and the extent to which they can be considered accurate and scientifically valid.

4) For other "important categories" as well, continue this process until all the analysts involved are satisfied that the most appropriate expressions of the important categories have been comprehensively covered, considering the overall balance. It is also acceptable to think of other categories during this process.

5) **Write down the reasons for adopting these "important categories." This will be useful when trying to enhance internal validity in the future.**

6) **As you continue this process for a while, you may discover important items that do not fit into any established category and do not seem to belong to any new category either. Since such important items often serve as hints later, do not delete them; instead, create a storage place for "unclassified items" on the analysis sheet and keep them organized.**

7) **While fleshing out the important categories, and even after all verbatim and observation records have been arranged into the important categories, continually review and confirm the content and criteria of the important categories.**

8) **If a significant number of important items (for example, more than five) are associated with one important category, verify whether all the gathered important items are truly related to that category. If deeper consideration is needed to describe the relationship, set up a separate important category and move the important items there.**

9) **Once all the important items have been covered, double-check to ensure there is no duplication and the overall system is complete. Sometimes, similar content may be shared across important categories. In such cases, integrate them into a larger category that encompasses all the information originally found in separate categories.**

10) **Finally, read through everything multiple times and review the balance and structure of the important categories. Employ an objective standpoint and consider diverse perspectives to determine the overall efficacy.**

Composite analysis

A composite analysis is a process of integrating the findings of multiple group interviews. As a preliminary step, each group interview is analyzed in depth.

Next, we will focus on the "important categories" raised in each group interview and examine the "similarities and differences based on the characteristics of the subjects," in other words, what is common, what is different, and what background factors are behind this.

When conducting three or more group interviews, it is a good idea to organize the similarities and differences of the "important categories" in a "matrix" (Table 2-1) and categorize the background factors of each group to consider the relationships. For subsequent analysis, it is beneficial to write down as many specific details from the group interviews as possible. Furthermore, it may become clear whether there are new items that need to be added as "important categories", or that "important items" need to be analyzed in detail from a different angle.

"Important categories" that appear in common across many group interviews are likely to be important to the theme. When summarizing the results of the combined analysis, it is a good idea to use these as the pillars of the overall report.

Table 2-1 Example of creating a matrix for analyzing multiple group interviews

		Target group		
		People at risk of lifestyle-related diseases	Elderly people requiring care	Elderly people living alone
Important categories	Health promotion enhancement	◎Emphasis on everyone		○Easy to do
	Opportunities for social interaction		◎Securing opportunities to go out	○Have fun with everyone
	Emergency response		○	◎Emergency call required
	Barrier-free		◎Wheelchair accessible	◎Enhanced fall prevention
	Fulfilling purpose in life		○Maintaining hobby	
	Information service	○Accurate information		

Reference material: Example of analysis to extract important items and categories from verbatim records

	Verbatim record	Observation
Moderator	First, I'd like each of you to say a few words about "ways to live a fulfilling life".	
👤 1	For me, the first thing is to avoid stress. I think I would be happy if I could do what I want to do, have many good friends, eat well, eat good food, and talk with my friends. And my family.	"Don't let stress build up. Do what you want to do. Make friends". Nod 2-6 times
👤 2	I think it is necessary to consider one's age to some extent, but one can do what he/she wants to do without worrying too much about age. I think that I should do what I can do, but I should work as hard as I can, make as many friends as I can, and try to prevent prevent cognitive decline, I hope.	"Prevent cognitive decline" Laugh 4-6 times
👤 3	Well, I'm a lazy person, so if I have time, I try to exercise and do various things and try to avoid watching TV at home as much as possible by attending various activities, such as exercising. As a farmer, I spend my days weeding the fields and try to avoid naps.	
👤 4	I often wonder what my purpose in life is. Well, I guess my life revolves around waking up and going to bed whenever I want, eating whatever I want, exercising hard, and getting along with cats. That's what give my life meaning.	
👤 5	That' true for me. Every morning, I get up and stay active in the morning, then in the afternoon I'll watch TV or take a nap. I love cooking, so I experiment a lot to find new and interesting (or sometimes unusual) flavors. I'm also really into nutrition, so I focus on making my own food to control my blood sugar levels. I grow my own vegetables and don't usually eat expensive or fancy foods. I enjoy the process of cooking, even though it's mostly simple, home-cooked meals. I guess you could say I have a taste for the kind of food our mothers used to make. It's fun to experiment and grow my own food, and I also try to get some exercise in. That pretty much sums up my days.	"Enjoy". Nod 1~4 times

👤6	I agree with everyone, especially what the first person said. However, the most important thing is to put it into practice. I have been doing it for 10 years. I belong to an athletic club in the promotional association of the neighboring town, so there is a lecture once or twice a year, and when I listen to a lecture by a university gymnastics teacher, more than 80% of the attendees are women. Afterwards, about 20 people come over and I talk to them, and they say, "That was a great talk", But they don't actually put it into practice. That's the problem. There are always health-related topics in books, newspapers, TV, and radio these days, every day, but most people don't do it. Especially men. We need to do a better job of educating men. Women, on the other hand, are very interested in health. Whether it's walking or doing exercises, you'll find more women participating. Even at the pool, it's mostly women. Women are more aware of health. Even just 30 minutes of walking a day or taking the stairs instead of the escalator. There are 34 steps in the park and 35 steps at the station. But almost everyone takes the escalator. Only about 1 in 10 people choose to walk. It's clear why. Why use the escalator when you can take the stairs? Health issues aren't complicated. It's about taking small steps. Once you've mastered one thing, you can move on to the next. It's possible to be healthy until at least 85 for women and 77 for men. But people tend to become irregular. Like what 5th person said, eating too much delicious food is a problem. We should develop habits of eating foods like pickled radishes, pickled plums, and garlic in moderation. And when watching TV, don't sit in just one position. Change your posture every so often, sitting in a seiza position, on a floor cushion, or on a chair. This can help prevent deep vein thrombosis. When you're on a bus trip and need to use the restroom, always get off the bus and walk around. If you make an effort to put these things into practice, I believe you can maintain a certain level of health.	"Men can't do this". Laugh 1~4 times	

Important items	Sub important category	Important categories
- Don't accumulate stress - I'm happy if I can do what I want to do - Eat delicious food - Talk to friends - Talk to family	- Stress control - Feeling in control of your life - Enjoyment of meals - Interact with friends - Family presence is important	- Specific health initiatives - Positivity in life? - Purpose and joy in life - The need for interaction - Existence of family
- Feel free to do what I want regardless of age - Do what I can - Make lots of friends - Be conscious of not becoming senile	- Don't set limits for yourself - Do what you can by yourself - Expand your network with friends - Dementia prevention	- Positivity in life - Taking an active role in living a healthy life - The need for interaction - Health awareness in daily life
- Exercise - Participate in gatherings - Don't stay at home - Weeding	- Exercise consciously - Participation in local activities - Do housework	- Health awareness in daily life - Opportunities to contribute to society - Health awareness in daily life
- Wake up and go to sleep at any time you like - Eat things that don't taste good (things that aren't too sweet, things that are nutritious) - Exercise hard - Get along with cats	- Feeling in control of your life - Pay attention to your nutrition - Work hard - Presence of pets	- Taking an active role in living a healthy life - Specific health initiatives - Positivity in life - Presence of pets
- Moderate exercise - Watching TV or taking a nap - Meals are handmade and thoroughly researched, and enjoy the outdoors while doing so, also grow vegetables	- Moderate exercise - Have a daily routine - Enjoy making your own meals from vegetables	Taking an active role in living a healthy life
After participating in exercise classes, etc., women are highly aware of health and participate in gatherings, but men have little interest and	- After participating in the class, you will have the skills and ability to execute your own - Gender differences in health awareness	Skills for execution

may not be able to practice ● Start with small things and work your way up	● Gender differences in social participation ● Women are more health conscious, participate in various activities. However, men are less interested, few people are doing it.	

Next, some tips for analyzing group interviews to prepare a paper or report:

1) Clarification of themes and air pockets

2) Utilizing existing theories

3) Clarification of the analysis process: Develop a method of analysis (purpose, goal, target audience, emphasis, utilization, other possibilities)

The explanation will focus on the following:

Clarifying themes and air pockets

Systematic coding is required based on themes and hypotheses. Systematic coding involves extracting all "relevant content" (important items) in accordance with the themes and hypotheses and categorizing them according to "logical flow and multilayered meaning structure" (important categories).

Focus on the meaning of what each member says about the relevant content and how they express it. Furthermore, grasp the "diversity" of what each member agrees with and disagrees with.

In addition to systematic coding based on themes and hypotheses, coding that focuses on air pockets that have not been clarified in existing research can sometimes help to clearly depict the raw reality, because it can highlight previously undiscovered "new perspectives and ways of thinking" and vividly present the "fresh breath" that is unique to qualitative research.

For example, the "air pocket" in the existing research on community empowerment introduced in Chapter 3 was "enhancing the attractiveness of the community." Empowerment theory identifies self-esteem and self-efficacy as essential elements of empowerment. The fact that "enhancing the attractiveness of the community," which can also be seen as a function of enhancing the community's self-efficacy, was extracted from many stakeholders in group interviews focused on community empowerment is highly significant.

Although themes and gaps are anticipated to some extent, it is common to experience that unexpected new perspectives emerge during the actual group dynamics. This is the greatest joy of the group interview method.

Utilization of existing theory

When analyzing group interviews, it is often useful to consider existing theoretical frameworks in order to clearly explain the strategy and process of content analysis to others.

In this case, confirm whether the most appropriate theory is used to verify the topic and hypothesis. Any theory may be used, but it is preferable to use the most understandable and persuasive theory based on the characteristics of the topic and hypothesis. When writing the paper, clearly explain how the theoretical framework is effective in verifying the hypothesis and the reasons for its use.

For example, when creating a health and welfare plan for a local government, it is easy to organize it using "systems theory", which makes it easy to clearly show the roles of individuals, groups, and local governments. This was developed by Ludwig von Bertalanffy and others, this theory has the following characteristics:

1) Has a purpose
2) Multiple elements interact with each other
3) There are multiple subsystems within one system
4) The subsystems interact with each other and exist in harmony as a whole

Therefore, this theory is effective when setting a hypothesis that verifies the "structure" and "function" in which various "elements" dynamically interact toward an overall "purpose."

In addition, if the group interview is to clarify factors related to health behavior, the "PRECEDE-PROCEED model" can be used. This is a theoretical model for implementing health promotion developed by Lawrence Green and others. It outlines the process of evaluating the target community and people, planning activities, and executing and evaluating those plans. By dividing and organizing factors in detail into "Predisposing factors", "Reinforcing factors", "Enabling factors", etc., it is suitable for developing specific measures.

On the other hand, when evaluating parent-child clubs or volunteer activities, it is effective to use the framework of "empowerment theory" such as self-empowerment, peer empowerment, and community empowerment. This is easy to apply when verifying the process of self-efficacy and influencing society through "participation", "dialogue", "planning", and "action".

Clarification of analysis process
(MOTEYUKIKATA: purpose, target audience, goals, emphasis, utilization, and other possibilities)

By analyzing group interviews based on the "MOTTEYUKIKATA", it is possible to minimize leaps and inconsistencies in logic. In other words, by always being aware of the following six points - "purpose (MO)", "target audience (TTE)", "goals (YU)", "emphasis (KI)", "utilization (KA)", and "other possibilities (TA)" - the analysis process can be made clear and organized in a logical and valid manner. (For more details, see book "Group Interview Methods in Human Services")

①**What is the purpose? (Purpose)**
②**Who do you want to persuade and what do you want to convey? (Target audience)**
③**How far do you want to go? What is the desired outcome? (Goals)**
④**What to focus on? (Emphasis)**
⑤**How can it be applied in practice? (Utilization)**
⑥**Are there any other alternatives? (Other possibilities)**
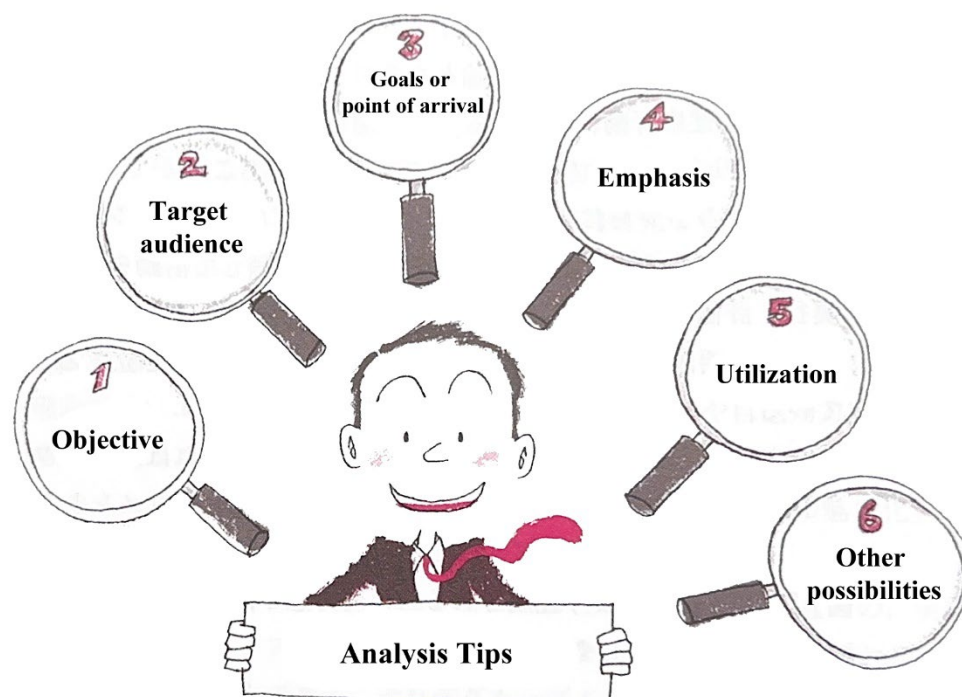
❹ Paper/report writing stage

Increase validity

When preparing a paper or report, always check and organize your findings to ensure they are in line with the analytical approach you initially set.

There are two types of validity: whether the relationship obtained is truly correct (internal validity), and whether the relationship obtained can be applied to the original group (external validity). In the case of qualitative research methods, where the degree of validity cannot be expressed in numbers, as is the case with quantitative research methods, the degree of validity for both internal and external validity must be shown in a highly objective "description".

In addition, although the methods for verifying validity in qualitative research methods differ from those in quantitative research methods, it is important to clearly indicate key points, such as how much effort has been put into improving validity, whether the process and methods for collecting data are clearly indicated, and whether the interpretation of the results is appropriate and reproducible.

Furthermore, in order to ensure that the results obtained through group interviews are as valid as possible, it is necessary to deal with the factors that may disrupt validity in advance. For example, it is important to ensure that there are no omissions in the way participants are selected, the way interview questions are set, and the complete record-keeping. It is advisable to thoroughly study and apply what factors may undermine the validity of group interviews .

Summarize in a suitable manner

In particular, we should be fully aware of who our paper or report is intended for and what impact it is intended to have and should devise ways to structure and express themselves effectively, so as to put together the most appropriate version.

❺ Feedback stage

By returning the results of the group interview to the person involved or the requester and having them confirm the content, it is possible to increase the validity and reliability of the information.

If it is difficult to provide feedback to the person involved at the report preparation stage, it is advisable to have the results reviewed and confirmed by at least multiple people in charge or researchers before publishing them as a paper or report.
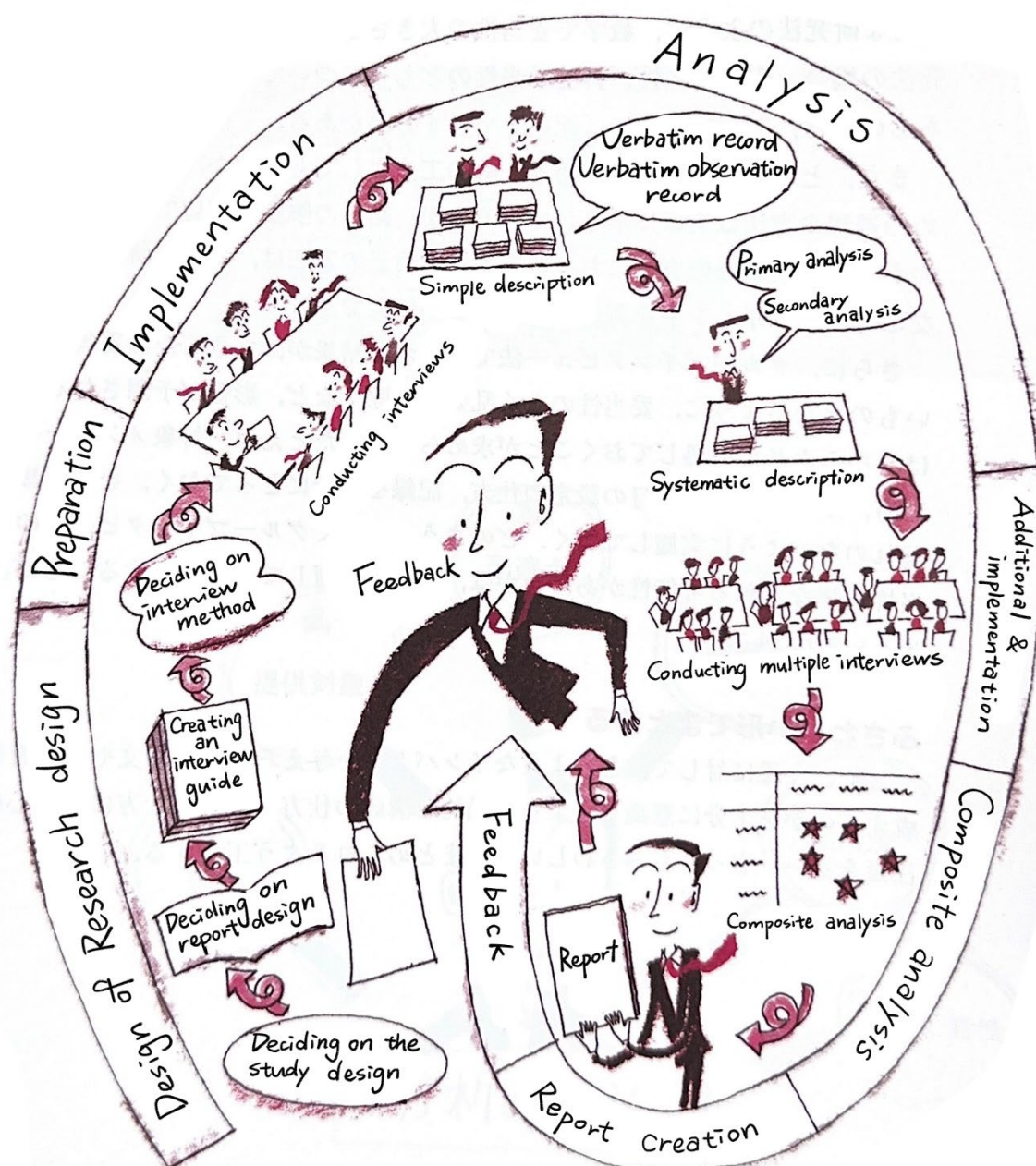
Chapter 3 Tips for writing papers and reports

❶ Evaluation criteria for scientific papers

How can we ensure that papers and reports using group interviews are widely understood to be universal evidence that certainly applies to the realities we face today?

To do so, it is necessary to strategically eliminate the elements that distort interpretation or impede generalization, focusing on key points, and to clearly describe the findings from an objective perspective.

In order to write a scientific paper that meets the standards for standing up to peer review, the following nine points are required, based on the evaluation criteria for qualitative research (partially modified from Sebata, 2001).

Design

① Is the reason for using qualitative research explained?
Qualitative research methods are used to utilize raw information from the people involved and their practices. We will clearly explain why using qualitative methods is effective in clarifying the set theme and verifying hypotheses.

② Have you selected an appropriate qualitative method?
Explain why you chose group interviews among the qualitative research methods. It is a good idea to explain the strengths of group interviews, such as the ability to gather information in a natural way through group dynamics and the generation of new ideas through the exchange of opinions, by citing existing research.

③ Are ethical considerations taken into account?
It should be clearly stated that the participants have voluntarily agreed to participate, and that ethical considerations regarding privacy and data management will be considered. If approval has been obtained from the ethical review committee of the affiliated institution, this should also be stated.

Sampling

④ Are the characteristics of the subjects clearly stated?

In order to increase the validity and reliability of qualitative research methods, it is extremely important to clearly indicate how subjects were selected and the sampling method used. It is important to clearly indicate the specific characteristics of subjects selected as the most suitable subjects for verifying the theme or hypothesis.

⑤ Is the subject selection process clearly stated?

It is necessary to clearly state the method used to recruit the subjects. By specifically indicating the characteristics of the subjects and the recruitment method, it is possible to provide the reader with a standard for determining what characteristics of the subjects may be reflected in the results.

Investigation/analysis

⑥ Is the specific analysis process described?

There is a certain degree of standardization of the process of research and analysis for group interviews. Specific methods of implementation and analysis are clearly stated. For example, the interview was conducted by one interviewer and one observer, videotaped, the questions asked were the above three points, and a discussion was conducted using group dynamics. Also, the analysis was conducted by "extracting important items" by referring to themes and hypotheses from complete verbatim records and observation records, and "organizing important categories" by categorizing important items according to theory.

⑦ Have you made efforts to ensure validity and reliability?

In order to ensure validity and reliability, the study should specifically describe what considerations were given to the design, implementation and analysis of the group interviews. It should also discuss how factors that could reduce validity were eliminated.

Also, it should clearly be stated that the study was conducted with at least a full understanding of the limitations of the study.

⑧ Is the distinction between data and interpretation clear?

The data section should be clearly described as "Results" and the interpretation section as "Discussion".

⑨ Is the conclusion clearly drawn?

The methodology of the group interviews used to verify the set themes and hypotheses is clearly stated, and the validity and reliability of the conclusions reached are clearly explained so that readers can easily understand.

However, reports do not need to be as strict as this. By creating a report in a similar format and mentioning efforts to ensure validity as appropriate, it can be used as more persuasive evidence.
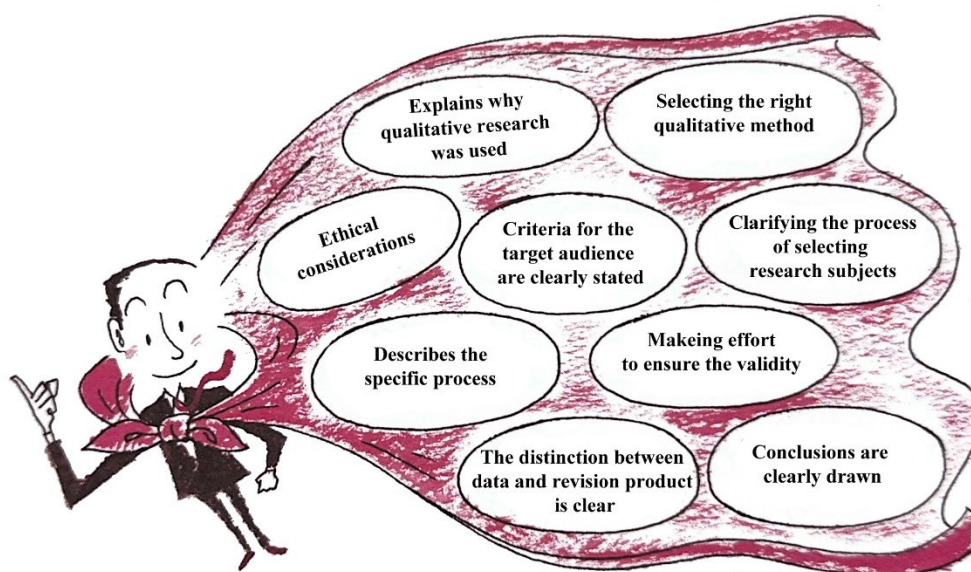
The End

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Empowerment: Cross-Cultural Perspectives, Strategies and Psychological Benefits, New Empowerment Model on practical strategies for wellbeing, NOVA, 2016

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—and many others.