

# ESTUDOS QUALITATIVOS



MPR5766- 2022

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ANA GERMANI

# AGENDA

AULA ANTERIOR

O QUE SÃO ESTUDOS QUALITATIVOS

PARTICULARIDADES DOS PASSOS DA RS



# INTERVENÇÕES COMPLEXAS

Existem três formas de compreender a complexidade da intervenção:

- (i) em termos do número de componentes da intervenção;
- (ii) em termos de interações entre componentes de intervenção ou interações entre a intervenção e seu contexto, ou ambos; e
- (iii) em termos do sistema mais amplo dentro do qual a intervenção é introduzida.

Exemplos:

- Intervenções dependentes do terapeuta
- Combinação de várias ações (por ex, cuidados de saúde multidisciplinares em unidades de AVC).
- Intervenções de saúde pública
- Intervenções educativas

Cochrane Chapter 17: Intervention complexity

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Squires, J. E., Valentine, J. C., & Grimshaw, J. M. (2013). Systematic reviews of complex interventions: framing the review question. *Journal of clinical epidemiology*, 66(11), 1215-1222.

**Table 1.** Summary of guidance for formulating review questions

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**Summary of the existing guidance for formulating review questions**

- Present a clear statement of the review's objectives.
- The review question should specify the types of population (participants), types of interventions (and comparisons), and the types of outcomes that are of interest.
- Discuss the review question widely to ensure that the question is *relevant* to and *addresses the needs* of the different potential stakeholder audiences.
- Conduct a preliminary search to ensure that a high-quality and up-to-date systematic review of the question of interest does not already exist and to gauge the likely number of studies that will be included in carrying out the review.

**Summary of new guidance specific to formulating review questions for systematic reviews of complex interventions**

- Potentially important differences between the composition or intensity of the interventions in question should be specified in the review question.
  - Clearly articulate all research goals in the review questions/objectives:
    - Start with a precise statement of the primary objective, including the interventions reviewed and the targeted problem.
    - Where additional research goals exist (e.g., to elucidate mechanisms of action of complex interventions). develop one or more secondary objectives.
  - Regarding scope of the review question, use as broad of an approach (i.e., lumping with subsequent explicit a priori subgroup analyses) as makes practical sense.
  - Clearly define the complex intervention:
    - Use pragmatic descriptions to describe the intervention components.
    - Identify any prototypical and discretionary components of the intervention.
    - Specify whether the intervention components need to be delivered in a fixed manner or whether local adaption is allowable.
    - Conduct a scoping review to explore ways in which the intervention is defined in the literature and to identify examples of the intervention.
    - Consider constructing a logic model to provide a visual of the review question.
    - Involve content experts outside the review team to ensure that the resulting intervention definition is robust and meaningful.
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# ESTUDOS QUALITATIVOS

"RESEARCH STUDY THAT USES A QUALITATIVE METHOD OF DATA COLLECTION AND ANALYSIS"

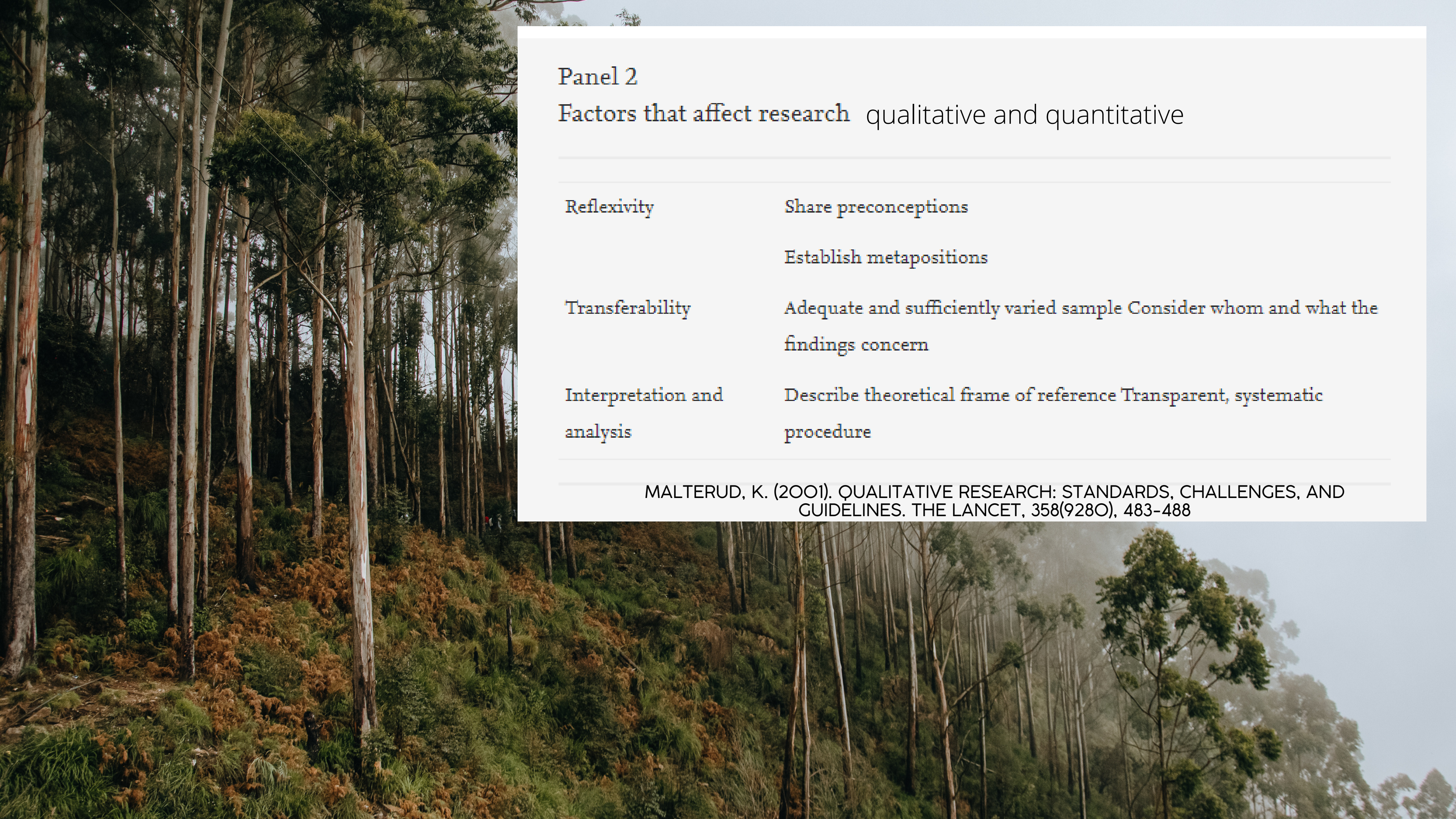
NOYES J, BOOTH A, CARGO M, FLEMMING K, HARDEN A, HARRIS J, GARSIDE R, HANNES K, PANTOJA T, THOMAS J. CHAPTER 21: QUALITATIVE EVIDENCE. IN: HIGGINS JPT, THOMAS J, CHANDLER J, CUMPSTON M, LI T, PAGE MJ, WELCH VA (EDITORS). COCHRANE HANDBOOK FOR SYSTEMATIC REVIEWS OF INTERVENTIONS VERSION 6.3 (UPDATED FEBRUARY 2022). COCHRANE, 2022.



It is used in the exploration of meanings of social phenomena as experienced by individuals themselves, in their natural context

Malterud, K. (2001). Qualitative research: standards, challenges, and guidelines. *The Lancet*, 358(9280), 483-488.





## Panel 2

### Factors that affect research qualitative and quantitative

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Reflexivity

Share preconceptions

Establish metapositions

Transferability

Adequate and sufficiently varied sample Consider whom and what the findings concern

Interpretation and analysis

Describe theoretical frame of reference Transparent, systematic procedure

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MALTERUD, K. (2001). QUALITATIVE RESEARCH: STANDARDS, CHALLENGES, AND GUIDELINES. THE LANCET, 358(9280), 483-488



A pesquisa qualitativa tem como objetivos **identificar, ilustrar, descrever e explicar comportamentos, preferências e expectativas de pacientes, suas famílias, cuidadores, representantes legais, e profissionais em saúde responsáveis pelos processos sociais e de atenção e cuidados em saúde** – *informações-chave que as evidências quantitativas não conseguem fornecer de maneira aprofundada*

Sousa, M. S. A. D., Wainwright, M., & Soares, C. B. (2019). Sínteses de Evidências Qualitativas: guia introdutório.

Table 2.1: A summary of qualitative philosophy, methodologies and methods.

	Methodologies	Data Collection Methods
<p><b>Interpretivism</b></p> <p><i>Seeks to understand. Sees knowledge in the possession of the people.</i></p>	<p><b>Phenomenology</b></p> <p>Seeks to understand people's individual subjective experiences and interpretations of the world.</p> <p><b>Ethnography</b></p> <p>Seeks to understand the social meaning of activities, rituals and events in a culture.</p> <p><b>Grounded Theory</b></p> <p>Seeks to generate theory that is grounded in the real world. The data itself defines the boundaries and directs development of theory.</p>	<p>Interviews.</p> <p>Focus groups Observations.</p> <p>Field work. (Observations, Interviews)</p> <p>Interviews. [ ] Field observations. Purposeful interviews Textual analysis.</p>
<p><b>Critical enquiry</b></p> <p><i>Seeks to change.</i></p>	<p><b>Action research</b></p> <p>Involves researchers participating with the researched to effect change.</p> <p><b>Feminist research</b></p> <p>Seeks to create social change to benefit women.</p> <p><b>Discourse Analysis</b></p> <p>assumes that language socially and historically constructs how we think about and experience ourselves, and our relationships with others.</p>	<p>Participative group work Reflective Journals. (Quantitative methods can be used in addition to qualitative methods).</p> <p>Qualitative in-depth interviews. [ ] Focus Groups. (Quantitative methods can be used in addition to qualitative methods).</p> <p>Study of communications, written text and policies.</p>

Aromataris E, Munn Z (Editors). JBI Manual for Evidence Synthesis. JBI, 2020. Available from <https://synthesismanual.jbi.global>.  
<https://doi.org/10.46658/JBIMES-20-01> -2.2 Introduction to qualitative evidence and evidence-based healthcare





# PASSO 0: ESTUDOS QUALI EM RS

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- aumentar a compreensão de um fenômeno de interesse (por exemplo, a conceituação das mulheres sobre o que é um bom atendimento pré-natal);
- identificar associações entre o ambiente mais amplo em que as pessoas vivem e as intervenções que são implementadas;
- aumentar a compreensão dos valores e atitudes em relação, e experiências de, condições de saúde e intervenções por aqueles que as implementam ou as recebem; e
- fornecendo uma compreensão detalhada da complexidade das intervenções e implementação, e seus impactos e efeitos em diferentes subgrupos de pessoas e a influência de características individuais e contextuais em diferentes contextos.

Noyes J, Booth A, Cargo M, Flemming K, Harden A, Harris J, Garside R, Hannes K, Pantoja T, Thomas J. Chapter 21: Qualitative evidence. In: Higgins JPT, Thomas J, Chandler J, Cumpston M, Li T, Page MJ, Welch VA (editors). Cochrane Handbook for Systematic Reviews of Interventions version 6.3 (updated February 2022). Cochrane, 2022.



# RETREAT –

1. QUESTÃO DE REVISÃO (MAIS OU MENOS FIXA),
2. EPISTEMOLOGIA (REFERENCIAL FILOSÓFICO),
3. TEMPO / ESCALADA TEMPO (QUANTO TEMPO VOCÊ TEM PARA TERMINAR A REVISÃO),
4. RECURSOS (FINANCEIRO E HUMANO),
5. EXPERTISE (QUAIS HABILIDADES E FORMAÇÕES/EXPERIÊNCIAS OS REVISORES TÊM),
6. AUDIÊNCIA E PROPÓSITO (PARA QUEM E PARA QUE SERVEM OS ACHADOS DA REVISÃO) E
7. TIPO DE DADOS (DOS ESTUDOS QUALITATIVOS PRIMÁRIOS)

BOOTH A, NOYES J, FLEMMING K, GERHARDUS A, WAHLSTER P, VAN DER WILT GJ, ET AL. STRUCTURED METHODOLOGY REVIEW IDENTIFIED SEVEN (RETREAT) CRITERIA FOR SELECTING QUALITATIVE EVIDENCE SYNTHESIS APPROACHES. J CLIN EPIDEMIOL. 2018;99:41-52.



# PASSO 1: PERGUNTA

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SPIDER (Sample, Phenomenon of Interest, Design, Evaluation, Research type)

PICOC (do inglês Patient/Population, Intervention, Comparison, Outcomes, Context)

PICo: the Population, the Phenomena of Interest and the Context (JBI)

PerSPEcTiF (Perspective, Setting, Phenomenon of Interest/Problem, Environment, Comparison (optional), Time/Timing, Findings)

SPICE (Setting, Perspective, Intervention/exposure/phenomenon of interest, Comparison, Evaluation)



# PASSO 1: PERGUNTA (CONT)

Using logic models and theories to support question development

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Stakeholder engagement

Noyes J, Booth A, Cargo M, Flemming K, Harden A, Harris J, Garside R, Hannes K, Pantoja T, Thomas J. Chapter 21: Qualitative evidence. In: Higgins JPT, Thomas J, Chandler J, Cumpston M, Li T, Page MJ, Welch VA (editors). Cochrane Handbook for Systematic Reviews of Interventions version 6.3 (updated February 2022). Cochrane, 2022.

**Table 2.** Elements of the BeHEMoTh framework for specification of theory-related review questions

Be – Behaviour of interest: Way population or patient interacts with health context, for example access for a service, compliance, attitude to policy.

H – Health context: i.e. the service, policy, programme or intervention

E – Exclusions: To exclude non-theoretical/technical models (depends on volume).

MoTh – Models or Theories: operationalized as a generic 'model\*' or theor\* or concept\* or framework\*' strategy together with named models or theories if required.

Booth, A., & Carroll, C. (2015). Systematic searching for theory to inform systematic reviews: is it feasible? Is it desirable?. Health Information & Libraries Journal, 32(3), 220-235.



# PASSO 2: LOCALIZAÇÃO DOS ESTUDOS

PSYCHOINFO, CINHAL,

MEDLINE (2003) included a heading for qualitative research

CINAHL has several (eg, “qualitative studies,” “phenomenological research,” and “ethnographic research”).

Rogers, M., Bethel, A., & Abbott, R. (2018). Locating qualitative studies in dementia on MEDLINE, EMBASE, CINAHL, and PsycINFO: a comparison of search strategies. *Research Synthesis Methods*, 9(4), 579-586

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EPISTEMONIKOS -

[https://www.epistemonikos.org/en/about\\_us/methods](https://www.epistemonikos.org/en/about_us/methods)





**TABLE 1** Subject headings for qualitative research across 4 databases

	EMBASE	MEDLINE	PSYCINFO	CINAHL
Subject heading terms from controlled vocabulary	Qualitative research/ exp questionnaire/ exp interview/ exp attitude/ nursing methodology research/ ethnographic research/ ethnology/ observational method/ content analysis/ personal experience/	Qualitative research/ exp questionnaires/ interview/ attitude/ nursing methodology research/ ethnology/ focus groups/ personal narratives	Qualitative research/ exp questionnaires/ interviewing/ attitudes/ ethnology/ phenomenology/ observation methods/ discourse analysis/ content analysis	(MH “qualitative studies”) (MH “questionnaires+”) (MH “interviews+”) (MH “attitude+”) (MH “research, nursing”) (MH “ethnonursing research”) (MH “ethnological research”) (MH “ethnographic research”) (MH “observational methods”) (MH “phenomenological research”) (MH “phenomenology”) (MH “focus groups”) (MH “discourse analysis”) (MH “content analysis”) (MH “life experiences”) (MH “narratives”)

**TABLE 2** Simple free-text terms used for the 4 databases

	EMBASE	MEDLINE	PSYCINFO	CINAHL
Simple free-text terms	((“semi-structured” or semistructured or unstructured or informal or “in-depth” or indepth or “face-to-face” or structured or guide) adj3 (interview* or discussion* or questionnaire*))).ti,ab. or (focus group* or qualitative or ethnograph* or fieldwork or “field work” or “key informant”).ti,ab	((“semi-structured” or semistructured or unstructured or informal or “in-depth” or indepth or “face-to-face” or structured or guide) adj3 (interview* or discussion* or questionnaire*))).ti,ab. or (focus group* or qualitative or ethnograph* or fieldwork or “field work” or “key informant”).ti,ab	((“semi-structured” or semistructured or unstructured or informal or “in-depth” or indepth or “face-to-face” or structured or guide) adj3 (interview* or discussion* or questionnaire*))).ti,ab. or (focus group* or qualitative or ethnograph* or fieldwork or “field work” or “key informant”).ti,ab	TI (((“semi-structured” or semistructured or unstructured or informal or “in-depth” or indepth or “face-to-face” or structured or guide) N3 (interview* or discussion* or questionnaire*))) OR AB (((“semi-structured” or semistructured or unstructured or informal or “in-depth” or indepth or “face-to-face” or structured or guide) N3 (interview* or

ROGERS, M., BETHEL, A., & ABBOTT, R. (2018). LOCATING QUALITATIVE STUDIES IN DEMENTIA ON MEDLINE, EMBASE, CINAHL, AND PSYCINFO: A COMPARISON OF SEARCH STRATEGIES. RESEARCH SYNTHESIS METHODS, 9(4), 579-586.

# PASSO 3: SELEÇÃO/ EXTRAÇÃO

**Table 21.11.a** Contextual and methodological information for inclusion within a table of 'Characteristics of included studies'. From Noyes et al (2019). Reproduced with permission of BMJ Publishing Group

Data extraction field	Information extracted
Context and participants	Important elements of study context, relevant to addressing the review question and locating the context of the primary study; for example, the study setting, population characteristics, participants and participant characteristics, the intervention delivered (if appropriate), etc.
Study design and methods used	Methodological design and approach taken by the study; methods for identifying the sample recruitment; the specific data collection and analysis methods utilized; and any theoretical models used to interpret or contextualize the findings.

- Using an a priori theory or predetermined framework to extract data
- SURE- PROGRESS

# PASSO 4: AVALIAÇÃO DOS ESTUDOS

## INSTRUMENTOS DE RELATO DOS ESTUDOS QUALITATIVOS

SRQR - STANDARDS FOR REPORTING QUALITATIVE RESEARCH

COREQ - CONSOLIDATED CRITERIA FOR REPORTING QUALITATIVE RESEARCH (COREQ): A 32-ITEM CHECKLIST FOR INTERVIEWS AND FOCUS GROUPS

## INSTRUMENTOS DE AVALIAÇÃO DA QUALIDADE METODOLÓGICA DOS ESTUDOS INDIVIDUAIS

CASP FOR QUALITATIVE STUDIES





## Section A: Are the results valid?

### 1. Was there a clear statement of the aims of the research?

Consider • what was the goal of the research • why it was thought important. • its relevance

### 2. Is a qualitative methodology appropriate?

• If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants • Is qualitative research the right methodology for addressing the research goal

### 3. Was the research design appropriate to address the aims of the research?

• if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

### 4. Was the recruitment strategy appropriate to the aims of the research?

If the researcher has explained how the participants were selected

• If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study  
• If there are any discussions around recruitment (e.g. why some people chose not to take part)



## Section A: Are the results valid? (cont)

### 5. Was the data collected in a way that addressed the research issue?

- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

### 6. Has the relationship between researcher and participants been adequately considered?

- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design if the research seeks to interpret or illuminate the actions and/or subjective



## Section B: What are the results?

### 7. Have ethical issues been taken into consideration?

- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

### 8. Was the data analysis sufficiently rigorous?

- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation



## Section C: Will the results help locally?

### 10. How valuable is the research?

HINT: Consider

- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant researchbased literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used



# PASSO 4: AVALIAÇÃO DOS ESTUDOS (CONT)

## JBI Critical Appraisal Checklist for Qualitative Research

Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Author \_\_\_\_\_ Year \_\_\_\_\_ Record Number \_\_\_\_\_

	Yes	No	Unclear	Not applicable
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1. Is there congruity between the stated philosophical perspective and the research methodology?  Yes  No  Unclear  Not applicable
2. Is there congruity between the research methodology and the research question or objectives?  Yes  No  Unclear  Not applicable
3. Is there congruity between the research methodology and the methods used to collect data?  Yes  No  Unclear  Not applicable
4. Is there congruity between the research methodology and the representation and analysis of data?  Yes  No  Unclear  Not applicable
5. Is there congruity between the research methodology and the interpretation of results?  Yes  No  Unclear  Not applicable
6. Is there a statement locating the researcher culturally or theoretically?  Yes  No  Unclear  Not applicable
7. Is the influence of the researcher on the research, and vice-versa, addressed?  Yes  No  Unclear  Not applicable
8. Are participants, and their voices, adequately represented?  Yes  No  Unclear  Not applicable
9. Is the research ethical according to current criteria or, for recent studies, and is there evidence of ethical approval by an appropriate body?  Yes  No  Unclear  Not applicable
10. Do the conclusions drawn in the research report flow from the analysis, or interpretation, of the data?  Yes  No  Unclear  Not applicable

Overall appraisal: Include  Exclude  Seek further info

Comments (Including reason for exclusion)

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# PASSO 4: AVALIAÇÃO DOS ESTUDOS (CONT)

Cochrane qualitative Methodological Limitations Tool; CAMELOT

Munthe-Kaas, H. M., Glenton, C., Booth, A., Noyes, J., & Lewin, S. (2019). Systematic mapping of existing tools to appraise methodological strengths and limitations of qualitative research: First stage in the development of the CAMELOT tool. *BMC medical research methodology*, 19(1), 1-13.





# Enhancing transparency in reporting the synthesis of qualitative research: ENTREQ

**Table 1 Enhancing transparency in reporting the synthesis of qualitative research: the ENTREQ statement**

No	Item	Guide and description
1	Aim	State the research question the synthesis addresses.
2	Synthesis methodology	Identify the synthesis methodology or theoretical framework which underpins the synthesis, and describe the rationale for choice of methodology (e.g. <i>meta-ethnography, thematic synthesis, critical interpretive synthesis, grounded theory synthesis, realist synthesis, meta-aggregation, meta-study, framework synthesis</i> ).
3	Approach to searching	Indicate whether the search was pre-planned ( <i>comprehensive search strategies to seek all available studies</i> ) or iterative ( <i>to seek all available concepts until they theoretical saturation is achieved</i> ).
4	Inclusion criteria	Specify the inclusion/exclusion criteria (e.g. <i>in terms of population, language, year limits, type of publication, study type</i> ).
5	Data sources	Describe the information sources used (e.g. <i>electronic databases (MEDLINE, EMBASE, CINAHL, psycINFO, Econlit), grey literature databases (digital thesis, policy reports), relevant organisational websites, experts, information specialists, generic web searches (Google Scholar) hand searching, reference lists</i> ) and when the searches conducted; provide the rationale for using the data sources.
6	Electronic Search strategy	Describe the literature search (e.g. <i>provide electronic search strategies with population terms, clinical or health topic terms, experiential or social phenomena related terms, filters for qualitative research, and search limits</i> ).
7	Study screening methods	Describe the process of study screening and sifting (e.g. <i>title, abstract and full text review, number of independent reviewers who screened studies</i> ).
8	Study characteristics	Present the characteristics of the included studies (e.g. <i>year of publication, country, population, number of participants, data collection, methodology, analysis, research questions</i> ).
9	Study selection results	Identify the number of studies screened and provide reasons for study exclusion (e.g. <i>for comprehensive searching, provide numbers of studies screened and reasons for exclusion indicated in a figure/flowchart; for iterative searching describe reasons for study exclusion and inclusion based on modifications to the research question and/or contribution to theory development</i> ).
10	Rationale for appraisal	Describe the rationale and approach used to appraise the included studies or selected findings (e.g. <i>assessment of conduct (validity and robustness), assessment of reporting (transparency), assessment of content and utility of the findings</i> ).
11	Appraisal items	State the tools, frameworks and criteria used to appraise the studies or selected findings (e.g. <i>Existing tools: CASP, QARI, COREQ, Mays and Pope [25]; reviewer developed tools; describe the domains assessed: research team, study design, data analysis and interpretations, reporting</i> ).
12	Appraisal process	Indicate whether the appraisal was conducted independently by more than one reviewer and if consensus was required.
13	Appraisal results	Present results of the quality assessment and indicate which articles, if any, were weighted/excluded based on the assessment and give the rationale.
14	Data extraction	Indicate which sections of the primary studies were analysed and how were the data extracted from the primary studies? (e.g. <i>all text under the headings "results /conclusions" were extracted electronically and entered into a computer software</i> ).
15	Software	State the computer software used, if any.
16	Number of reviewers	Identify who was involved in coding and analysis.
17	Coding	Describe the process for coding of data (e.g. <i>line by line coding to search for concepts</i> ).
18	Study comparison	Describe how were comparisons made within and across studies (e.g. <i>subsequent studies were coded into pre-existing concepts, and new concepts were created when deemed necessary</i> ).
19	Derivation of themes	Explain whether the process of deriving the themes or constructs was inductive or deductive.
20	Quotations	Provide quotations from the primary studies to illustrate themes/constructs, and identify whether the quotations were participant quotations or the author's interpretation.
21	Synthesis output	Present rich, compelling and useful results that go beyond a summary of the primary studies (e.g. <i>new interpretation, models of evidence, conceptual models, analytical framework, development of a new theory or construct</i> ).



From: [Improving reporting of meta-ethnography: the eMERGe reporting guidance](#)

No.	Criteria Headings	Reporting Criteria
Phase 1—Selecting meta-ethnography and getting started		
<i>Introduction</i>		
1	Rationale and context for the meta-ethnography	Describe the gap in research or knowledge to be filled by the meta-ethnography, and the wider context of the meta-ethnography
2	Aim(s) of the meta-ethnography	Describe the meta-ethnography aim(s)
3	Focus of the meta-ethnography	Describe the meta-ethnography review question(s) (or objectives)
4	Rationale for using meta-ethnography	Explain why meta-ethnography was considered the most appropriate qualitative synthesis methodology
Phase 2—Deciding what is relevant		
<i>Methods</i>		
5	Search strategy	Describe the rationale for the literature search strategy
6	Search processes	Describe how the literature searching was carried out and by whom
7	Selecting primary studies	Describe the process of study screening and selection, and who was involved
<i>Findings</i>		
8	Outcome of study selection	Describe the results of study searches and screening
Phase 3—Reading included studies		
<i>Methods</i>		
9	Reading and data extraction approach	Describe the reading and data extraction method and processes
<i>Findings</i>		
10	Presenting characteristics of included studies	Describe characteristics of the included studies
Phase 4—Determining how studies are related		
<i>Methods</i>		
11	Process for determining how studies are related	Describe the methods and processes for determining how the included studies are related: - Which aspects of studies were compared AND - How the studies were compared

<i>Findings</i>		
12	Outcome of relating studies	Describe how studies relate to each other
Phase 5—Translating studies into one another		
<i>Methods</i>		
13	Process of translating studies	Describe the methods of translation: - Describe steps taken to preserve the context and meaning of the relationships between concepts within and across studies- Describe how the reciprocal and refutational translations were conducted- Describe how potential alternative interpretations or explanations were considered in the translations
<i>Findings</i>		
14	Outcome of translation	Describe the interpretive findings of the translation.
Phase 6—Synthesizing translations		
<i>Methods</i>		
15	Synthesis process	Describe the methods used to develop overarching concepts ("synthesised translations")Describe how potential alternative interpretations or explanations were considered in the synthesis
<i>Findings</i>		
16	Outcome of synthesis process	Describe the new theory, conceptual framework, model, configuration, or interpretation of data developed from the synthesis
Phase 7—Expressing the synthesis		
<i>Discussion</i>		
17	Summary of findings	Summarize the main interpretive findings of the translation and synthesis and compare them to existing literature
18	Strengths, limitations, and reflexivity	Reflect on and describe the strengths and limitations of the synthesis: - Methodological aspects—for example, describe how the synthesis findings were influenced by the nature of the included studies and how the meta-ethnography was conducted.- Reflexivity—for example, the impact of the research team on the synthesis findings
19	Recommendations and conclusions	Describe the implications of the synthesis

France, E. F., Cunningham, M., Ring, N., Uny, I., Duncan, E. A., Jepson, R. G., ... & Noyes, J. (2019). Improving reporting of meta-ethnography: the eMERGe reporting guidance. *BMC medical research methodology*, 19(1), 1-13.

## **Meta-narrative reviews**

new method of systematic review,  
designed for topics that have been  
differently conceptualized and studied by  
different groups of researchers

Wong, G., Greenhalgh, T., Westhorp, G., Buckingham, J., & Pawson, R. (2013). RAMESES publication standards: meta-narrative reviews. *BMC medicine*, 11(1), 1-15.

\* RAMESES (Realist And MEta-narrative Evidence Syntheses: Evolving Standards)

## **Meta-synthesis**

A meta-syntheses is bringing together qualitative data to form a new interpretation of the research field. It primarily generates theory such as program theory, implementation theory, or an explanatory theory of why the intervention works or not, hypothesis for future testing or comparison with trial outcomes.

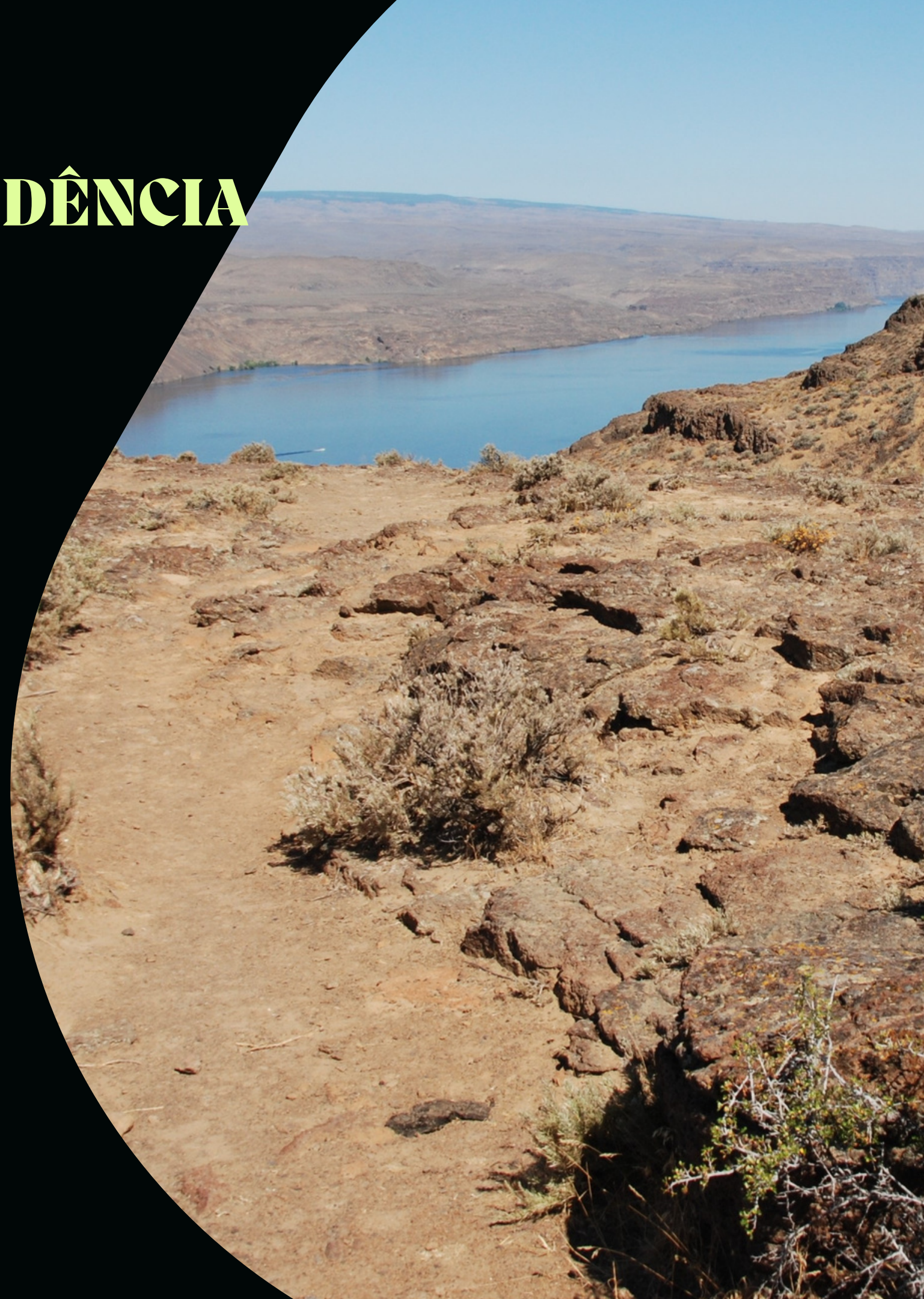
Meta-syntheses are best designed for: To re-interpret meaning across many qualitative studies.

<https://guides.temple.edu/c.php?g=78618&p=4178716>

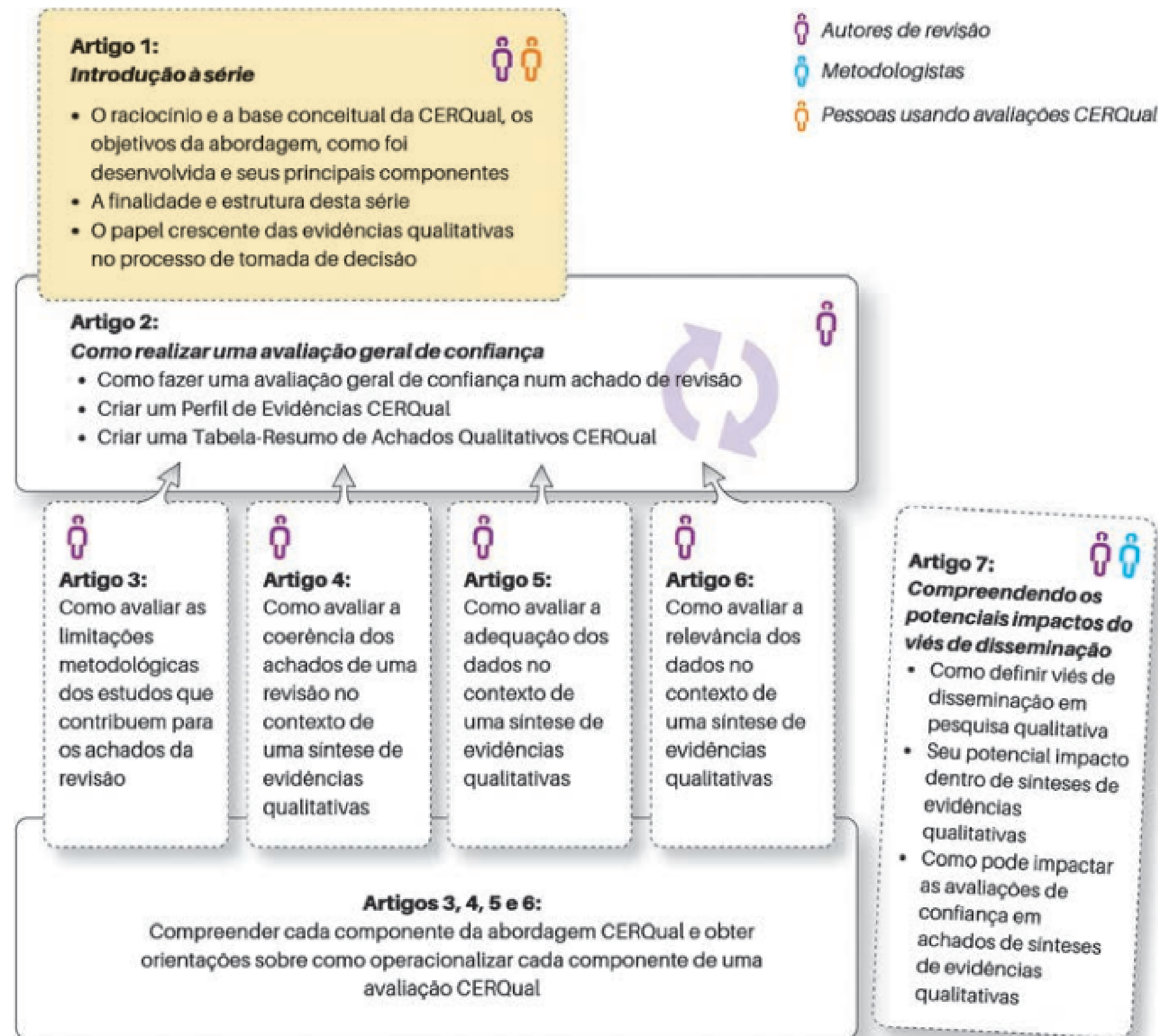
# **PASSO 6: AVALIAÇÃO DA CERTEZA DA EVIDÊNCIA**

**Tabela 2. Definições dos componentes da abordagem CERQual**

<b>Componente</b>	<b>Definição</b>
Limitações Metodológicas	Em que medida existem problemas na concepção e na condução de estudos primários que contribuiriam com evidências para um achado individual de revisão
Coerência	Uma avaliação sobre em que medida está claro e cogente o encaixe entre os dados dos estudos primários e um achado de revisão que sintetiza esses dados. Por “cogente” queremos dizer bem embasado ou convincente
Adequação dos dados	Uma determinação geral da capacidade informacional e da quantidade de dados que apoiam um achado de revisão
Relevância	Em que medida o conjunto das evidências de estudos primários que apoiam um achado de revisão é aplicável para o contexto (perspectiva ou população, fenômeno de interesse, cenário) especificado na pergunta de revisão



**Figura 2. Como os artigos da série GRADE-CERQual podem ser utilizados**



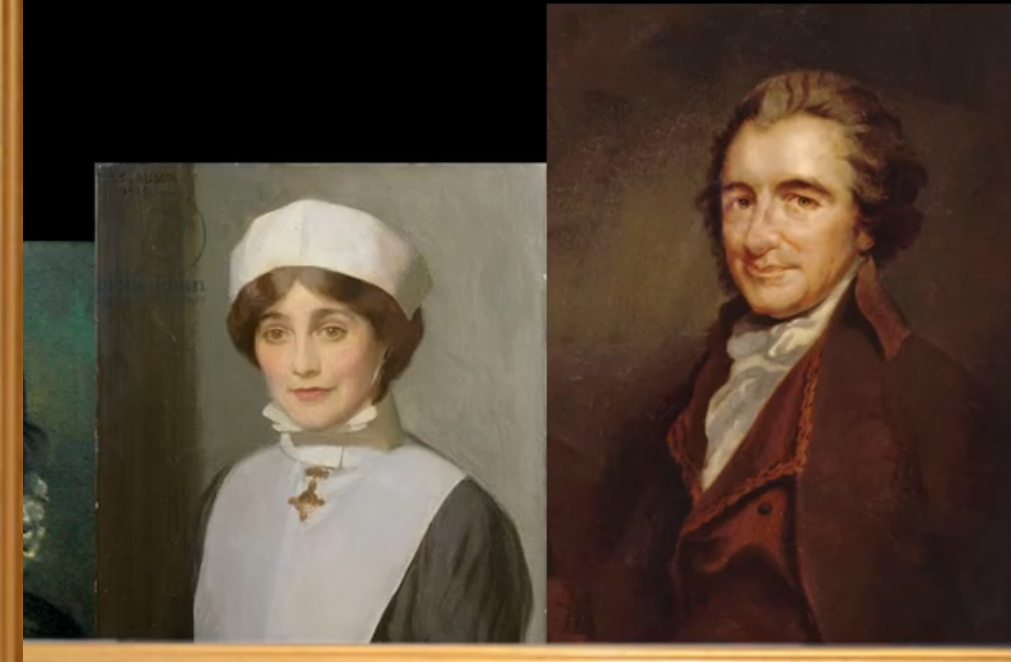
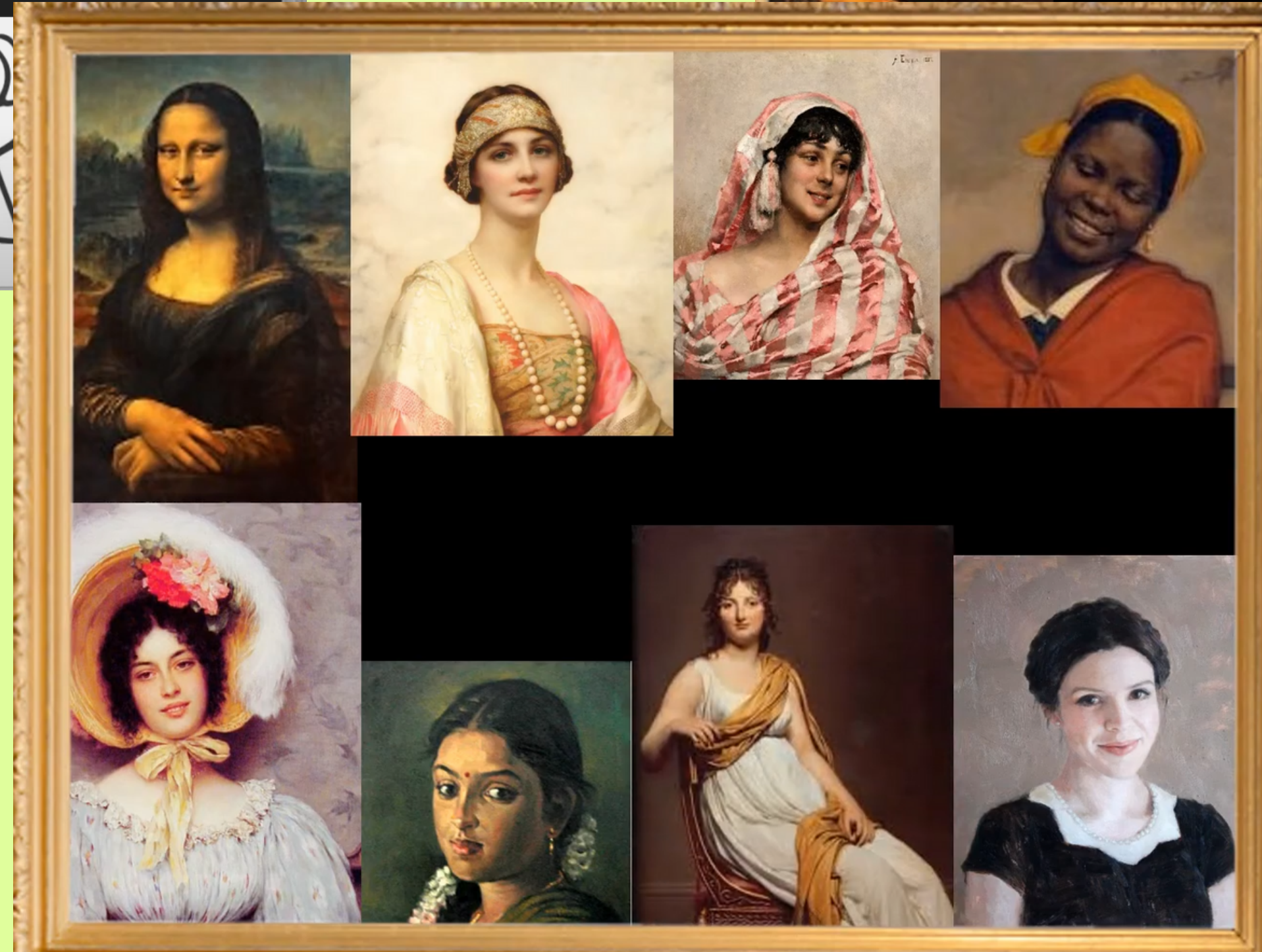
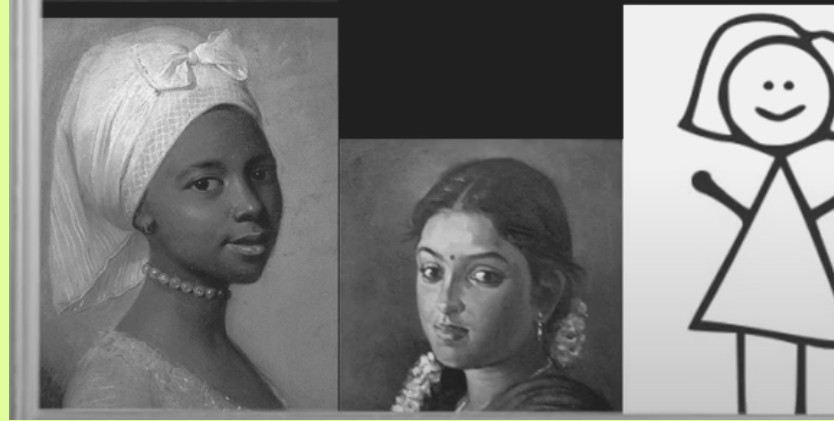
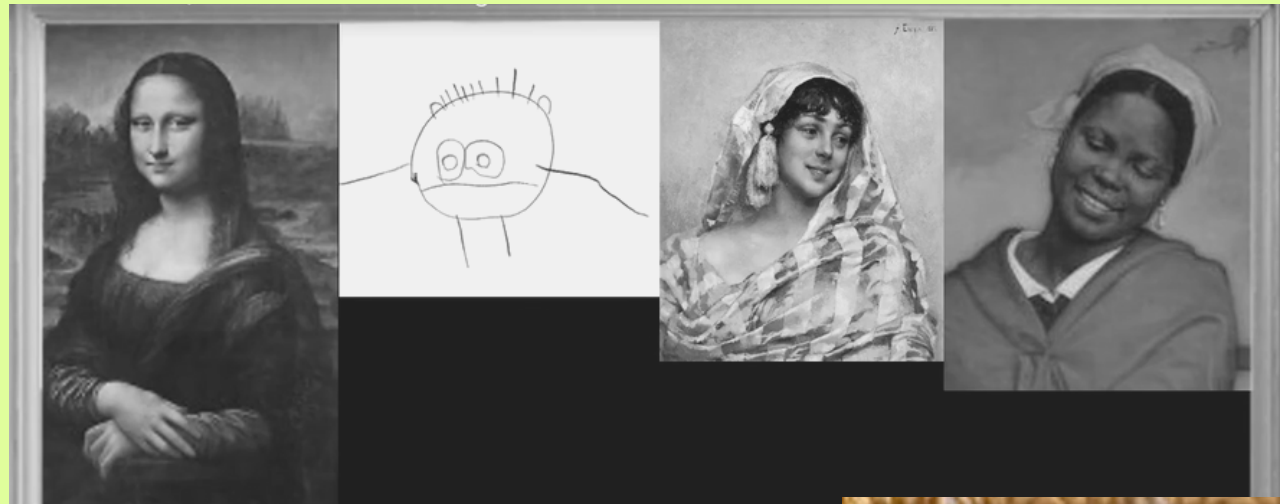
Toma, T. S., Barreto, J. O. M., & Lewin, S. (2019). GRADE-CERQual: uma abordagem para avaliar a confiança nos resultados de sínteses de evidências qualitativas

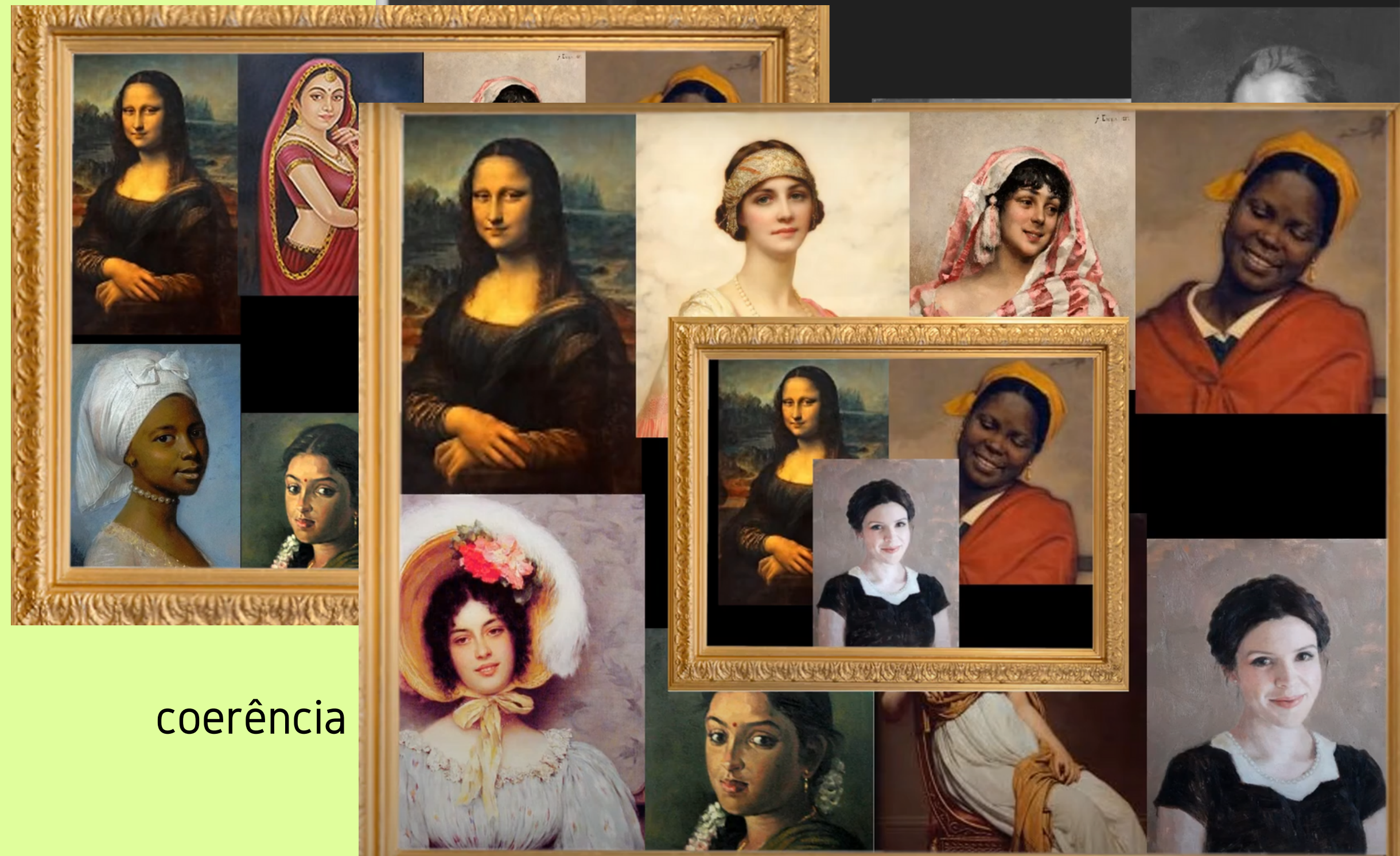
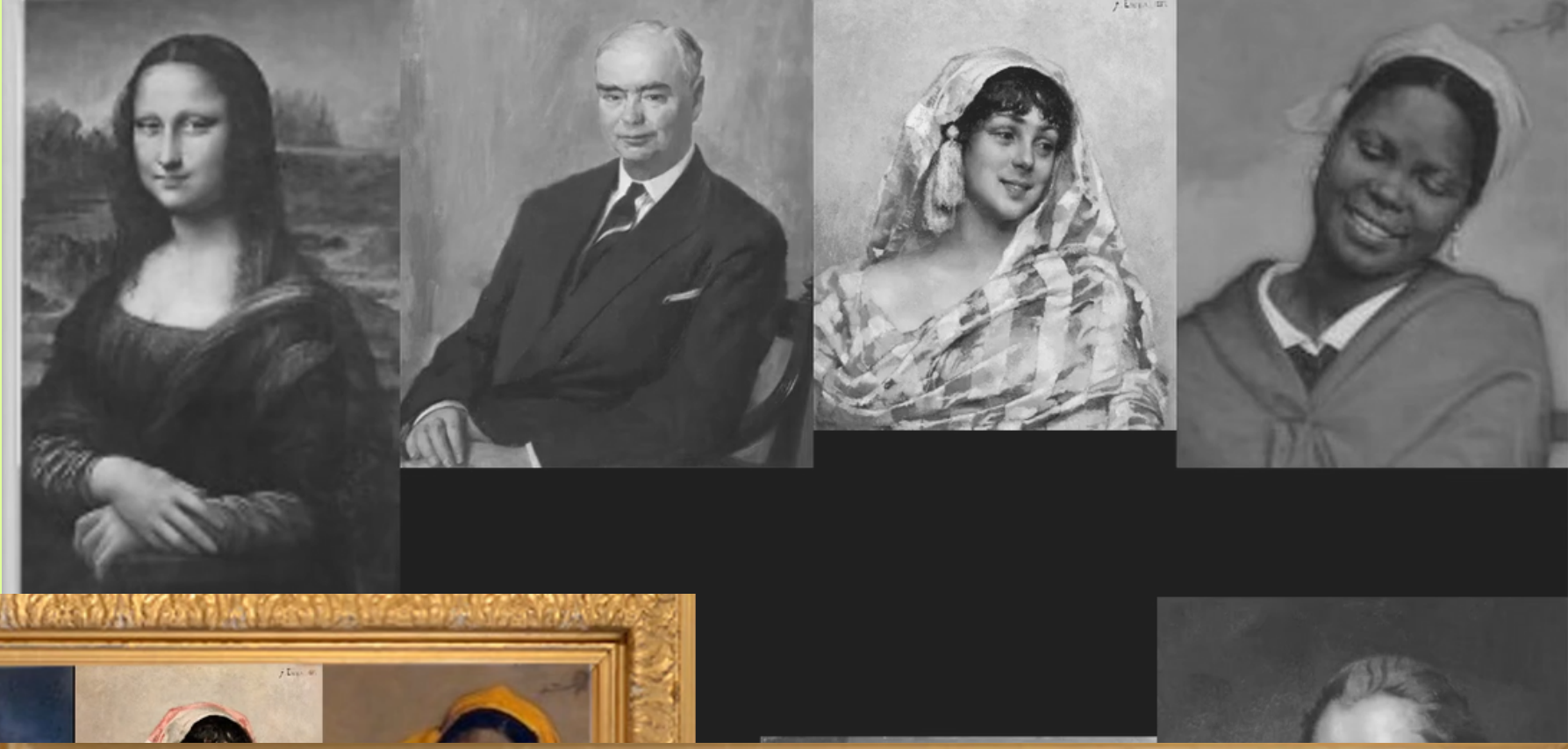


limitações metodológicas



relevância





coerência



adequação dos dados

<https://www.cerqual.org/grade-cerqual-videos/>



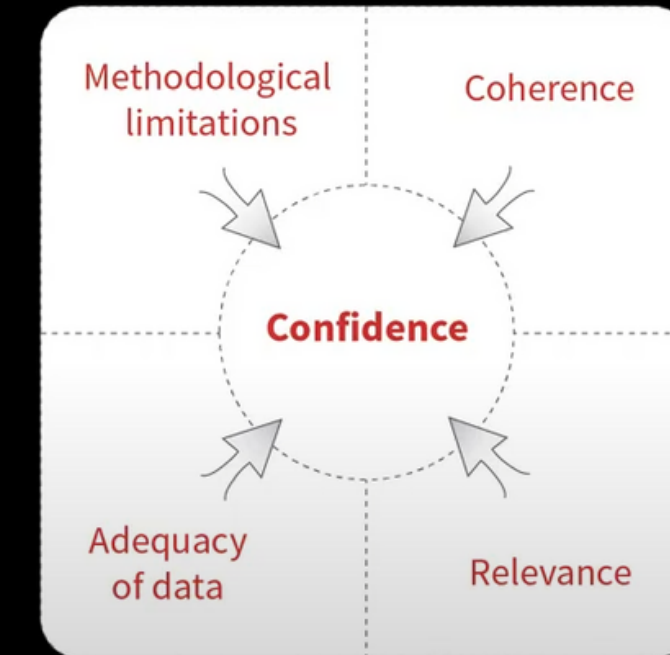
For each CERQual component, you need to identify your concerns and whether these are:

- No or very minor concerns
- Minor concerns
- Moderate concerns
- Serious concerns



After assessing all four components an overall assessment is made, expressed as either:

- High confidence
- Moderate confidence
- Low confidence
- Very low confidence



# **PERGUNTAS?**

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**Agradeço a atenção**