

# *Evidence-Based Care and Qualitative Research*

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6th Global Congress for Qualitative  
Health Research 2018

Sun City  
NorthWest Province  
South Africa  
12 - 15 March 2018



GLOBAL CONGRESS for  
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# INTRODUCTION

- \* **Intersecting debates:**
  - \* Evidence-based care
    - \* implementation barriers
    - \* best evidence discourse
  - \* Qualitative research
    - \* Quality of qualitative research
    - \* Role of qualitative evidence
    - \* Decolonization of qualitative research
- \* **Common ground – the nexus:**
  - \* Access
  - \* Quality
  - \* Impact
  - \* Change

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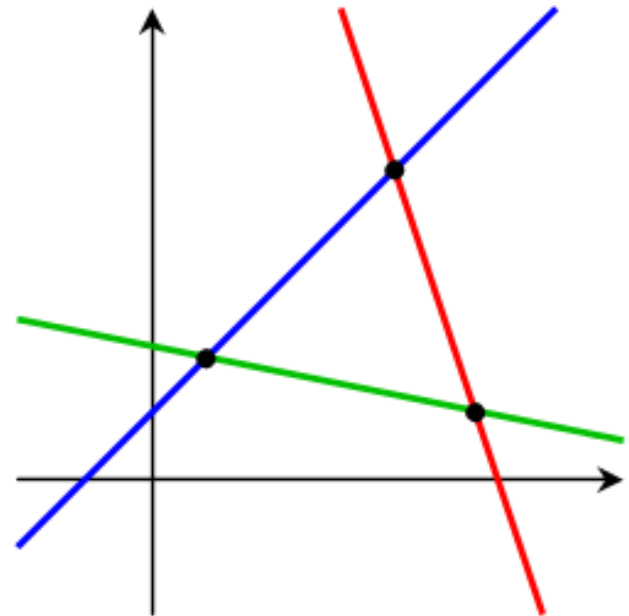


# INTERSECTING DEBATES

Evidence-based healthcare; evidence-based practice

**AND**

Qualitative research



# INTERSECTING DEBATES:

## Evidence-based care


- \* **Evidence-based care:**
  - \* Implementation barriers
    - \* Knowledge, skill and attitude of clinicians, administrators etc.
    - \* Lack of high quality studies; lack of replication
    - \* Limited time to implement
    - \* Lack of skilled researchers
    - \* Time delays in building and disseminating evidence
  - \* Best or preferred evidence?

# INTERSECTING DEBATES: Evidence-based care

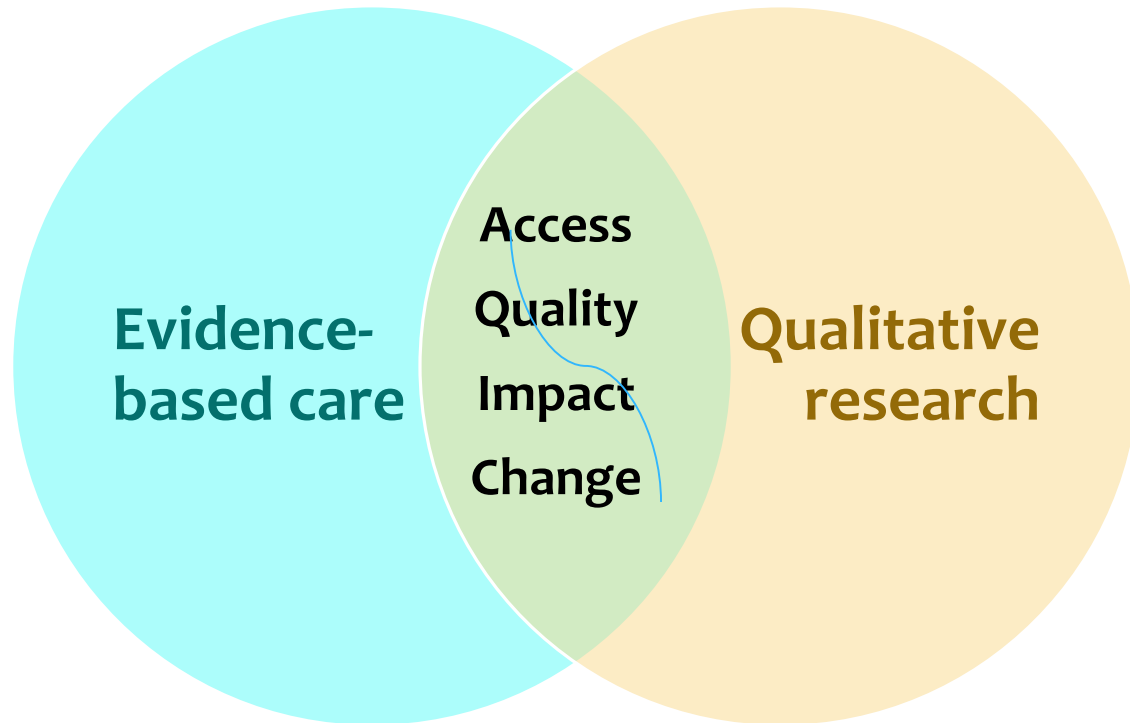
**Best or preferred evidence? – the (baby) elephant in the room**



# INTERSECTING DEBATES: Qualitative research

- \* **Quality of qualitative research**
  - \* **Role of qualitative evidence:**
    - \* what level of evidence does qualitative research provide?
    - \* what is its role in broadening the “evidence base” for clinical practice and care?
    - \* how appropriate is qualitative research evidence for different healthcare contexts?
- 
- \* **Decolonization of qualitative research**

# Points of intersection



# ACCESS (Engage)

- \* **Entry to or engaging with a qualitative paradigm**
  - \* determined by choice
  - \* by default?
  - \* by design?
- \* **Access to evidence itself**
  - \* Information literacy
  - \* Critical mass in research



# QUALITY (Worth)

- \* Methodological rigor
- \* Evidence hierarchy
  - \* Level IV
  - \* Level III
  - \* Level II
  - \* Level I
- \* Quality evidence = quality EBC?

# IMPACT (Influence)

- \* What research questions should qualitative studies address to impact healthcare?
  - \* People/communities' experiences, words, stories
  - \* Understanding, knowing, evolving
- \* Barriers that minimize:
  - \* Use of evidence IN care
  - \* Impact of evidence ON care

# CHANGE (Transform)

- \* Create contextually relevant and locally useful evidence
- \* Example: community-based research
  - \* Rights of marginalized/disadvantaged people?
  - \* Rights of scholars/qualitative researchers?
  - \* Mainstream of evidence-based healthcare

**“...the value of qualitative research lies in its ability to change the world and the lives of its people through the evidence it provides and the integration of such evidence into healthcare practices”**

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**THANK YOU  
SIYABONGA**

