



Introduction

**Training in Qualitative Research – behavior,
knowledge & attitudes of antibiotic use in
five regions in Northwest Russia**

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Introduction and expectation clarification

- **Round: Name, education and workplace**

Group talk:

- **Previous experiences with qualitative research?**
- **Challenges/worries concerning qualitative research?**
- **Your expectation to the training seminar and to the study?**



CV Lotte Stig Nørgaard, Associate professor, Ph.D (former Haugbølle)

Pharmacy technician - Pharmacist – PhD 1996

Involved in pharmacy internship (**studieophold på apotek**) since 1992 – the latest 15 year as head of the study unit.



27 years research and teaching experience on: the pharmacy profession, interprofessional cooperation, user perspective on drug utilization, drug related problems, technological development in pharmacies, communication in pharmacy, ethnic minorities, WHO-study on AMR, student learning; young people and medicines (ex study drugs) **involving internship students in research and dissemination** ex: School-Medicine Study); qualitative research; action research



[Lotte's profile](#)

The next two days

Prepare you to carry out the project in your region

- **You will become familiar with the protocol**
- **You will be trained in organising for and carrying out interviews**
- **We will decide on a concrete work plan**



PROGRAM

Training seminar

October 17th

9.30 – 9.45	Opening of the training. Basic info about the Nordic Council of Ministers Nordic-Russian Cooperation Programme on AMR Containment: why, who, where, how, etc.	Dmitry Titkov, Programme Manager
9.45 – 10.05	Relevance of the AMR problem in the context of Russia with focus on primary healthcare	Polina Zakharenkova, expert
10.05 – 11.30	A. Introduction of participants and trainers, and warming up exercises B. Introduction to qualitative research and establishing validity Qualitative research and the research process <ul style="list-style-type: none"> • What is qualitative research • Qualitative vs quantitative research 	Lotte
11.30 – 11.45	Coffee break	
11.45 – 13.00	Establishing validity in qualitative research <ul style="list-style-type: none"> • Introduction to validity • Descriptive, interpretative and theoretical validity • Evaluating validity 	Lourdes (and Lotte)
13.00 – 13.45	Lunch	
13.45 – 15.00	A. Conducting interviews <ul style="list-style-type: none"> • Interviewing as data collection method: why and how • Interviewing techniques and exercises with participants: trying out interviewing and pre-understandings of antimicrobial resistance • Drafting an interview guide 	Lotte
15.00 – 15.15	Coffee break	
15.15 – 16.30	A. Discussion about how to conduct (a good) interview and the role as an interviewer. B. Practicalities of interviewing <ul style="list-style-type: none"> • Logistics of interviewing: recruitment, recording and transcriptions • Ethics and human subjects 	Lotte (and Lourdes)
18.00	Dinner	



PROGRAM

Training seminar

October 18th

9.00 – 10.30	Going in depth through The Antibiotic Project research protocol	Lourdes
10.30 – 10.45	Coffee break	
10.45 – 11.30	Training team interview with doctors and/or pharmacist (should speak English)	Lotte
11:30 – 12:30	Plenary discussion	Lourdes
12.30 – 13.15	Lunch	
13:15 – 14.45	Probing exercise	Lotte
14.45 – 15.00	Coffee break	
15.00 – 16.00	Feed-back on probing	Lotte (and Lourdes)
16:00 - 16:30	Explication of process, tasks ahead and deadlines, and publications	Lourdes (and Lotte)
17.45	Dinner	



Program

Focus day 1

- **Introduction**
- **Context (Russia)**
- **Study overview**
- **Qualitative methods including validity issues**
- **The good interview and interviewer**

Focus day 2

- **Study protocol**
- **Interview training**
- **Probing exercises**
- **Agreements and deadlines**



Understanding knowledge, behaviors & attitudes of antibiotic use: a qualitative study

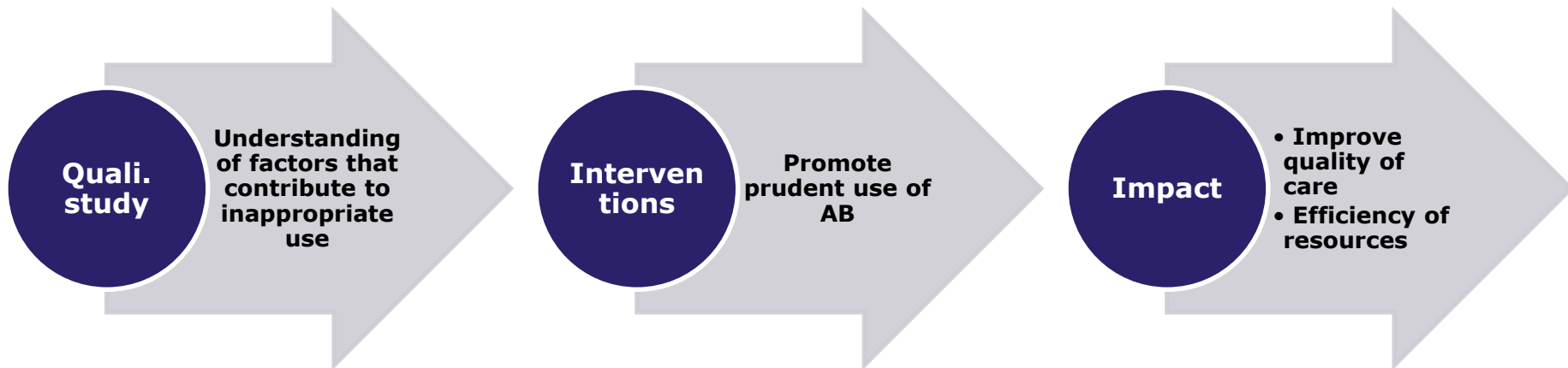


Why this study?

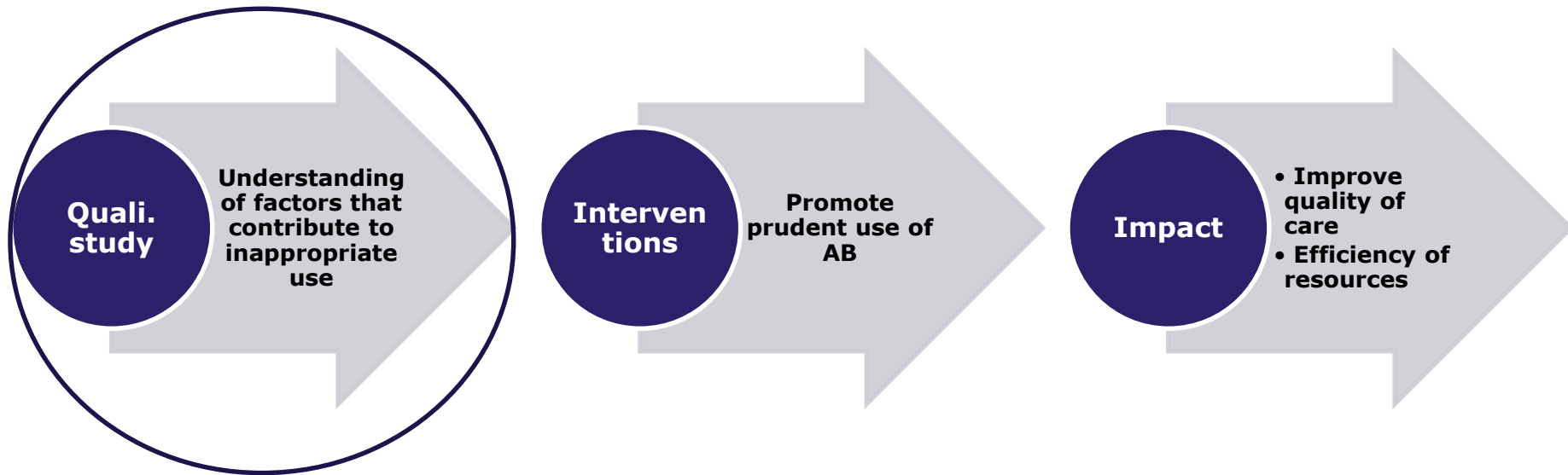
- Antimicrobial resistance (AMR) threatens the effective antibiotic (AB) treatment. Quantitative 2011-consumption study showed high numbers for sale and use of ABs
- Governments are devoting time and resources to AMR since the widespread AMR threatens the achievements of modern medicine
- Recent studies in South Eastern Europe and the Copenhagen team showed various rationales involved in buying/selling ABs implying that these processes are more complex than previously reported in the literature
- In order to strengthen appropriate use of AB medication and to prevent further AMR, an **understanding** of patients' and health care professionals' motivation for using ABs is needed, focusing on their **knowledge, attitudes and actual behavior**.



What can a qualitative approach contribute?



What can a qualitative approach contribute?



Key research questions

Main research question:

- What are the reasons underlying the inappropriate use of antibiotics for URTIs?

Specific research questions:

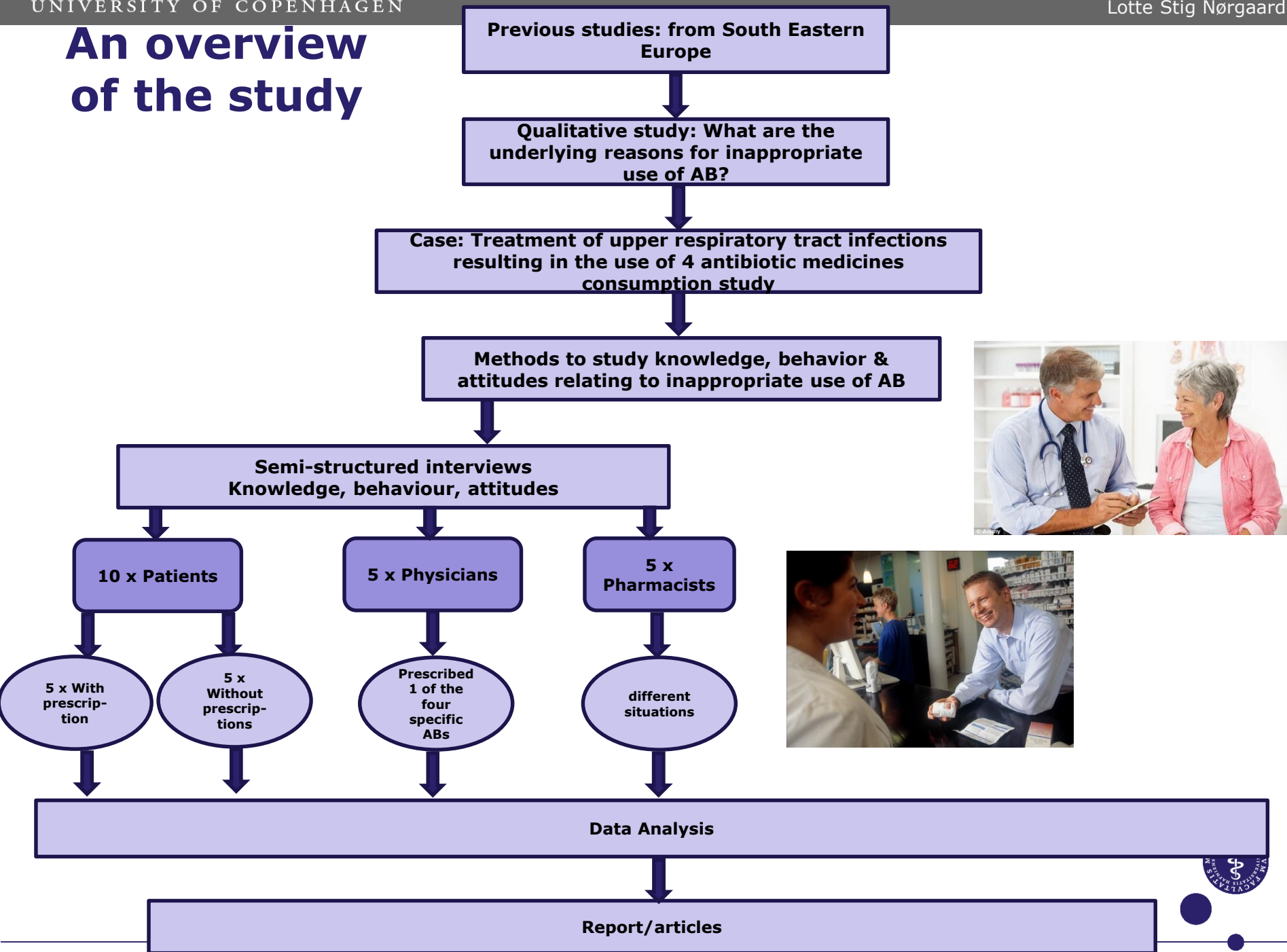
- What is the **knowledge** among patients, prescribers and pharmacists/drug dispensers about AB for URTIs
- What are the **perceptions** among patients, prescribers and pharmacists/drug dispensers about AB for URTIs?
- What are the **attitudes** among patients, prescribers and pharmacists/drug dispensers about AB for URTIs?



The Major Issues



An overview of the study



Conducting interviews

What are the reasons underlying the inappropriate use of antibiotics for URTIs?

- The process of diagnosis,
- Why a specific AB was selected,
- Where and how was AB purchased,
- Use of AB,
- Satisfaction with AB purchase process,
- AB knowledge
- AB attitudes
- Use of guidelines

Research questions

Questions in interview-guides



Pre-understanding exercise I

Preunderstanding are a means to deal with the inherent influence that the researcher brings to investigation

It is both:

- the positioning of the researcher and
- a systematic approach for the researcher to be attentive to their role in the construction of knowledge



Pre-understanding exercise I

So what is **YOUR preunderstanding** when it comes to answers to the following questions:

1. Physician's process of diagnosis (leading to antibiotic (AB) prescribing)?
2. Why a specific AB was selected by the physician?
3. The pharmacists' attitude towards and knowledge about ABs?
4. Where and how the AB was purchased by the patient?
5. The patient's use of ABs, his/her satisfaction with ABs?

A. Write your answers/preunderstandings on post-its for 7 minutes

B. Discuss with your group for 7 minutes and select the most insightful/frequent answers

C. Wrapping up for 7 minutes

