

Qualitative Methods

Lecture 3

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Qualitative Designs

- Single case analysis
- Dokumentary analysis
- Action Research
- Field Research

Qualitative Techniques

Data collection

- Problem-focused Interview
- Narrative Interview
- Group Discussion
- Participating Observation

Qualitative Techniques: Preparing the data

- Selection of means of representation
- Transcription
- Summarizing protocol (so called Verbatim)
- Selektive protocol

Qualitative Techniques: Data analysis

- Grounded Theory
- Phenomenological Analysisi
- Qualitative Content Analysis
- Psychoanalytic Textual Interpretation
- Typological Analysis

Grounded Theory

- *Grounded Theory is not a mere technical but as Anselm Strauss, one of its designer , writes – is is a kind of **style of research**.*
- *Grounded Theory means "empirical grounded poduction of theory".*
- Glaser BG, Strauss A L (1967) The discovery of grounded theory: Strategies for qualitative research. Aldine, Chicago

Typological Analysis

- Weber Max (1904) Die "Objektivität" sozialwissenschaftlicher und sozialpolitischer Erkenntnis (On the objectivity of social science and socio-political knowledge) .
- in
- Weber M (Hrsg) Gesammelte Aufsätze zur Wissenschaftslehre
Tübingen, Mohr 1988, S 146-214

Idealtypes

- His concept of ideal types has proven especially useful for solving problems regarding generalization in qualitative research. Weber has defined ideal types as model assumptions that are formed by the one-sided accentuation of one or more points of view and by the synthesis of a great many diffuse, discrete, more or less present, and occasionally absent concrete individual phenomena, which are arranged according to those one-sidedly emphasized viewpoints into a unified thought-construct.

His ideal type method outlines

- a binary research procedure.
- The first step requires the formation of ideal type case descriptions. This is done by making contrastive use of intensive case knowledge (everyday or scientific knowledge, material that either is already available or must be empirically gathered).
- In a second step, the ideal types are used to understand and explain cases by means of comparative comprehension of the phenomenon in question. Ideal types are thus checked tentatively against reality and are discarded, replaced, or modified if necessary until sufficient density and conclusiveness are achieved (Gerhardt, 1985)

What Freud learnt from Charcot

- As model for Freud's preference for rich descriptions most likely stood Charcot , about whom Freud 1893 wrote:
- "As a teacher, Charcot was positively fascinating. Each of his lectures was a little work of art in construction and composition; it was perfect in form and made such an impression that for the rest of the day one could not get the sound of what he had said out of one's ears or the thought of what he had demonstrated out of one's mind".

Freud's Obituary on Charcot

- "He used to look again and again at the things he did not understand, to deepen his impression of them day by day, till suddenly an understanding of them dawned on him.
- In his mind's eye the apparent chaos presented by the continual repetition of the same symptoms then gave way to order: the new nosological pictures emerged, characterized by the constant combination of certain groups of symptoms.

Nosography

- „The complete and extreme cases, the ‘**types**’, could be brought into prominence with the help of a certain sort of schematic planning, and, with these types as a point of departure, the eye could travel over the long series of ill-defined cases—the ‘**formes frustes**’—which, branching off from one or other characteristic feature of the type, melt away into indistinctness.
- He called this kind of intellectual work, in which he had no equal, ‘practising nosography’, and he took pride in it „ SE 3,p.12).

Time line

- Research question
- Definition of the material
- Definition of dimensions
- Repeated analysis of the material:
construction of types
- Description

German Psychoanalytic Association **Follow-up-Study:** **Psychoanalysis and longterm psychotherapies**

for the majority of patients both forms of treatments in the long run led to positive changes - if the indication was the proper one .

Self reflection and internalisation of the function of the analyst was greater, the evaluation of the achieved changes more specified and the development of potential ressources more creative.

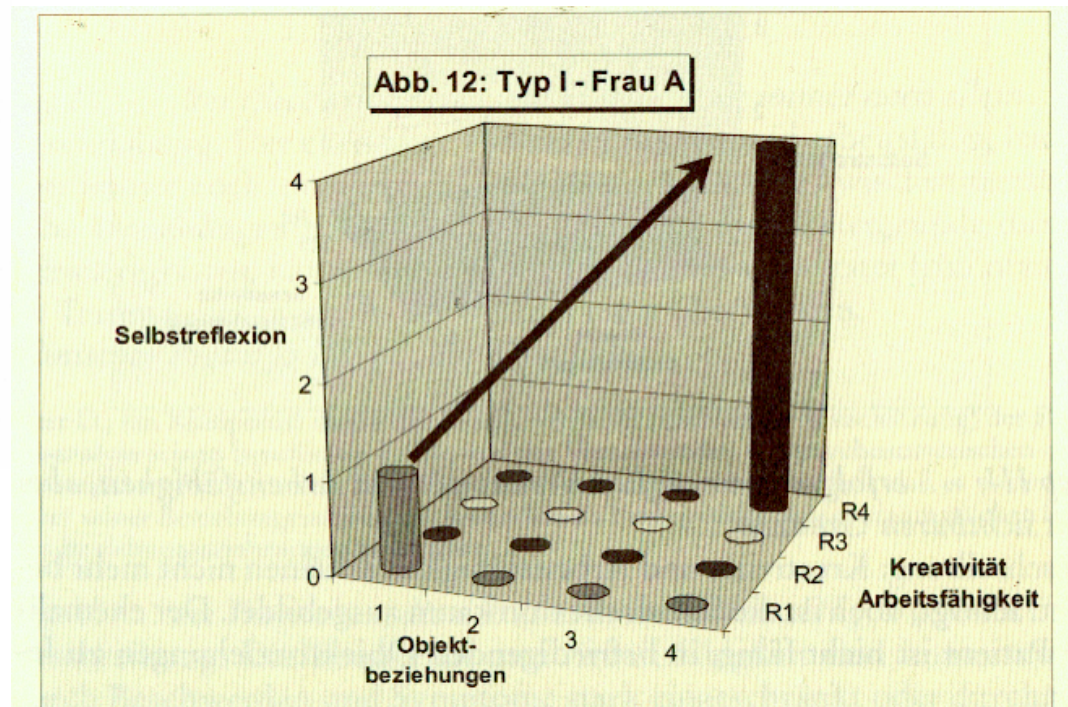
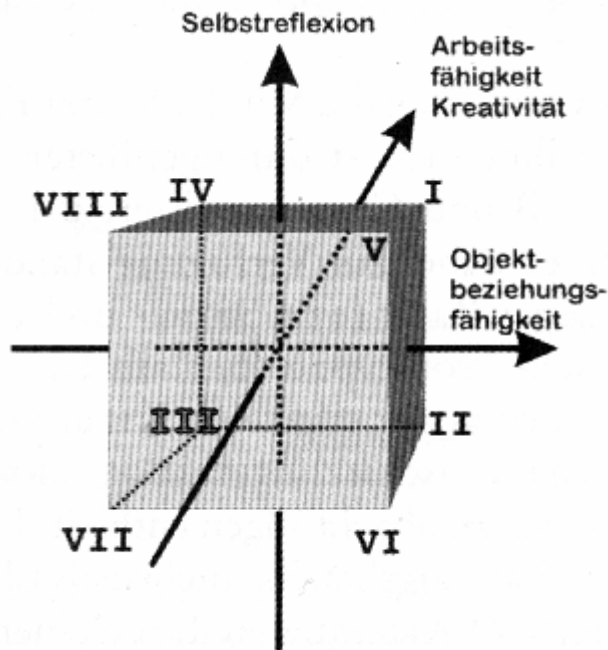
Leuzinger-Bohleber M, Stuhr U, Rüger B, Beutel M (2003) How to study the quality of psychoanalytic treatments and their long term effects on patients well-being. A representative multiperspective follow-up study. International Journal of Psycho-Analysis 84: 263-290

Clinical Prototype-Formation

Capacity for relationship

Capacity to work - creativity

Capacity for self reflection



R1 ... R4 = von »schwach« bis »stark ausgeprägt«

The 8 Clinical Prototypes

Typ 1: „.....well done“

Typ 2: „...successful, but why?“

Typ 3: „...little success but socially well integrated.“

Typ 4: „...the tragic people that are able to carry their lot“

Typ 5: „...professionally successful but still alone ...“

Typ 6: „...successful with resp. to creativity and capacity to work with some limitations...“

Typ 7: „...the treatment was a failure“

Typ 8: „.....the severely traumatized“

The Issue of Replication

Lindner R & Briggs S (2010) Forming Ideal Types by Understanding: The Psychoanalytic Treatment of Suicidal Men. Forum Qualitative Research 11 (2): Art 13

This paper discusses the application of a qualitative methodology — forming **ideal types by understanding** — to the psychoanalytic psychotherapy of suicidal men.

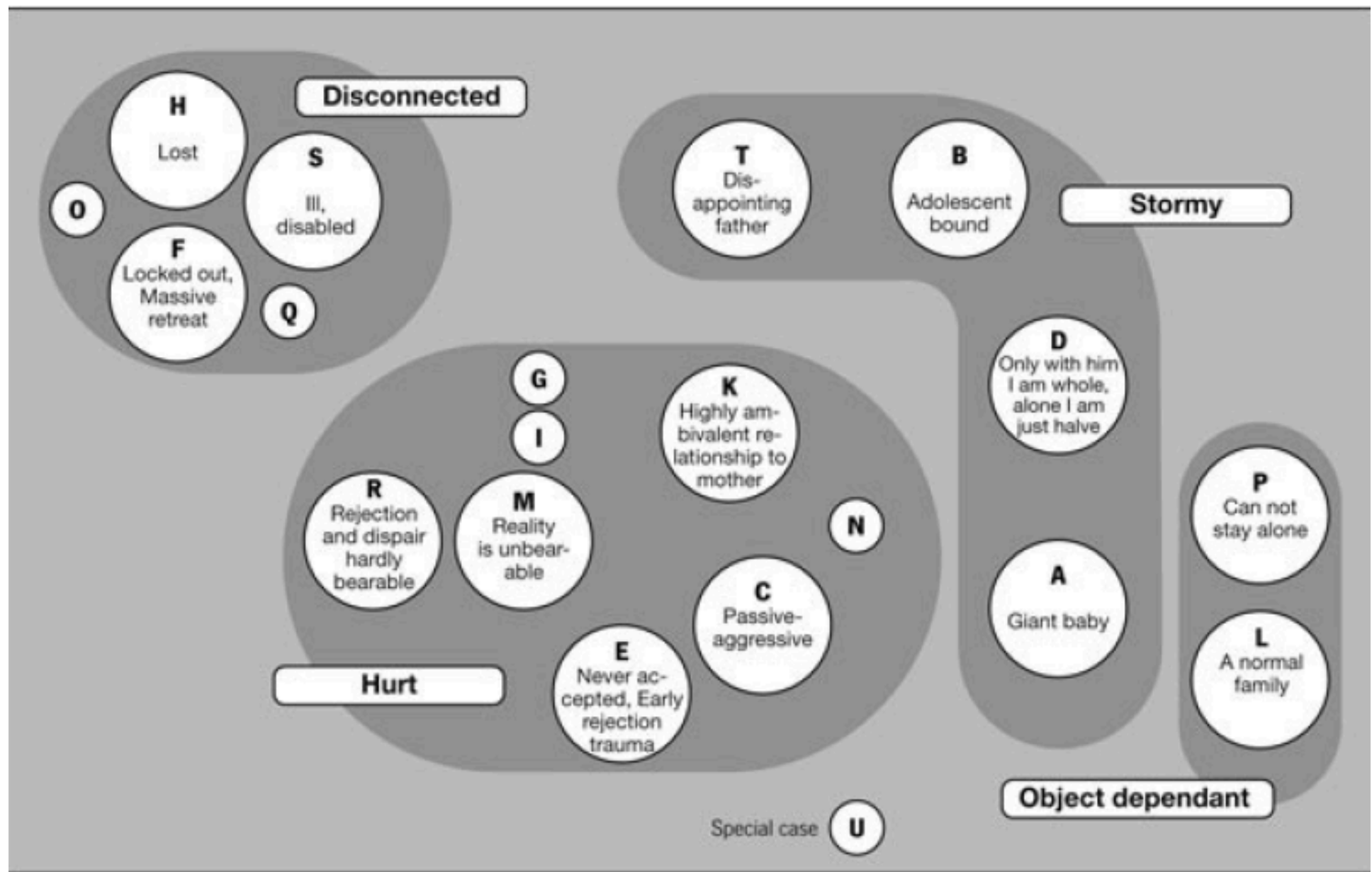
The paper focuses on a particular phase of the methodology: the validation through external expert replication.

Data of cases from psychoanalytic treatment, analysed by the originating group in Germany, is analysed by a group in London, UK, which formed to undertake the task of blind comparison.

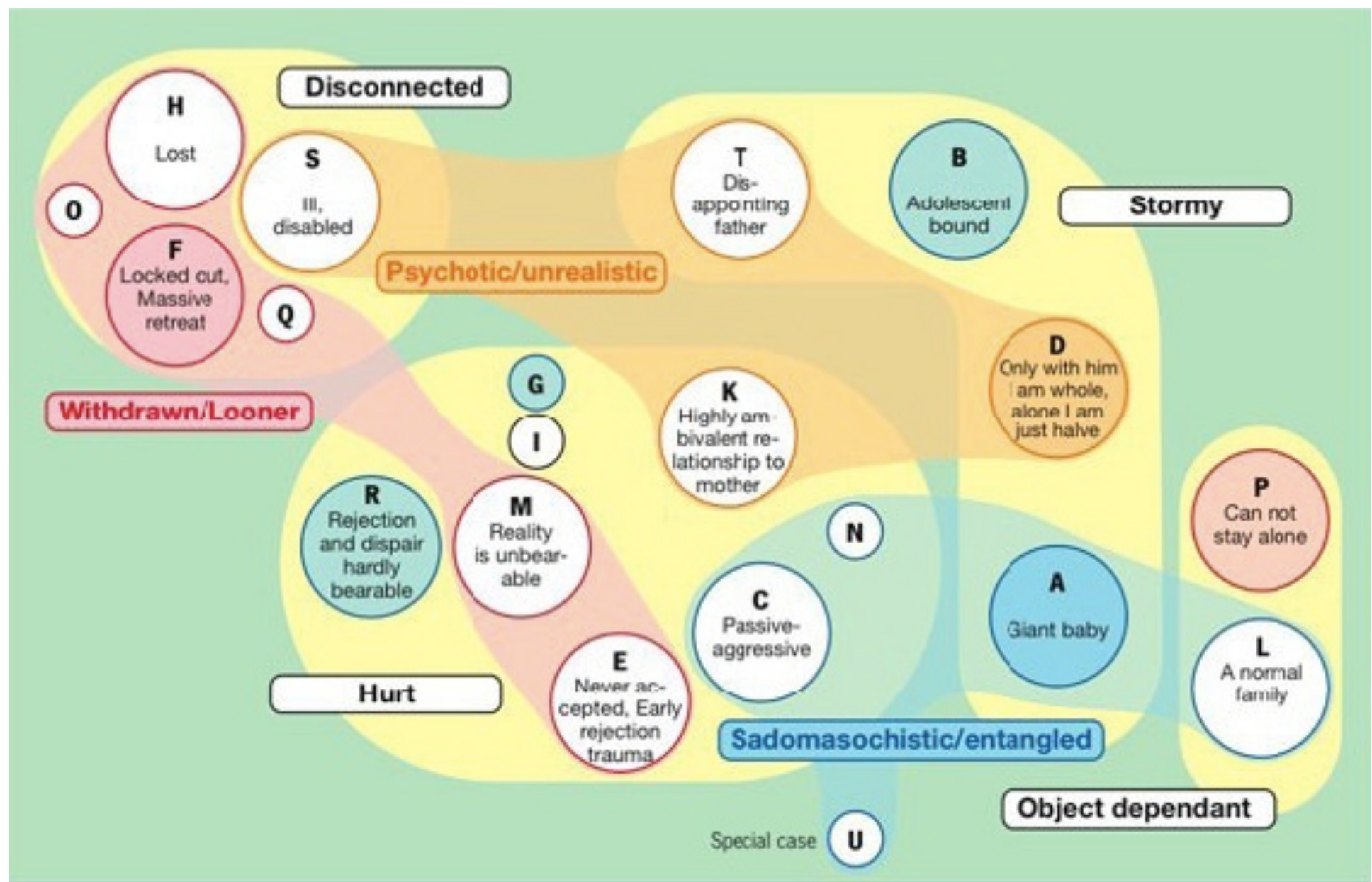
We describe the contribution of this method in the field of psychoanalytic research, the method developed for generating data and the processes through which data are analysed.

We demonstrate the comparative findings from the first (German) and second (UK) analyses and explore the meanings of the similarities and differences.

The paper concludes with an appraisal of the strengths and limitations (in terms) of **moderate levels of generalisation of results** from this method for research in the field of qualitative psychotherapy research



Type	Cases/ Prototypes	Object Relations		
		Suicide	Transference	Biography
Disconnected	F, H, O, Q, S	Experience of disconnection		Refusal
Hurt	C, E, G, H, K, M, R	Aggressive entanglement, realisation of disillusioned reality	Aggression and refusal	Traumatic experiences of loss
Stormy	A, B, D, T	Separation, realisation of a fixation on a certain develop- mental level	Attached- welded, mobilizing helping desires	Unsolved dependency conflicts
Object dependant	L, P	Separation, the woman must come back	Concreteness ³ leads to distress in therapist	Lack of emotional containment in childhood
Special case	U	Shame	Seduction warded off	Different cultural background, sexual and violent abuse ²¹



Type	Cases/ Prototype	Object relations		
		Suicidality	Transference	Biography
Withdrawn	E, F (regressed), H, M, O, P, Q	Isolated, Suicidal ideation, Masked attempts	Withdrawn	Loner
Sado- masochistic enmeshed	A, B, C, G, L, N, R, U	Few attempts, object linked	Cling/Control	Controlled, Enmeshed relations
Psychotic- unrealistic	D, K, S, T	Psychotic solution	Merging	Intense identified relations

We embarked on this study with the hope and expectation that some (forms of) similarities across the two groups would be found, and that these would provide evidence for the transferability of findings beyond the immediate context of the study. Such transferability would provide strong evidence that the method of forming types by understanding can be used in other psychoanalytic settings to develop robust research, which is, however, practice-near (FROGETT & BRIGGS 2009) and qualitative. At the same time, we were aware of the potential differences between the two groups of researchers, who had different national and historical backgrounds and, following from this, different heritages in terms of psychoanalytic theory and practice. The two groups also differed in their knowledge of the cases. The London/Tavistock group only had the written case book as knowledge of the cases whereas the Hamburg/TZS group had additional first-hand knowledge of the patients and the presence of the therapist in the research discussions. Given these differences we expected that the study would provide both differences and similarities that we could find and account for. [57]

Our findings show that the groups differed in the way they developed ideal types, the descriptions for these and the theoretical frameworks that drove the conceptions that formed our clustering, as described above, into different ideal types. We found that similarities existed at the level of the clinical experience. The transference/counter-transference domain was central for the appreciation of similarities. This analysis suggests some ways of analysing the data, comparing these through the clustering of similar cases and the similarities of descriptors within ideal type categories provide a starting point for developing transferability. [58]

From this study, it is suggested that the three aspects of each case—biography, current situation, transference/counter-transference—provide a solid basis for developing this kind of comparative study about an important psychosocial phenomenon like suicidality. Qualitative research does not usually focus on transferability and generalisability of results, except in the demand to work thoroughly, to give a clear description of the material, patients or persons who are investigated, and to present the material and the methodical steps so that anyone can follow the heuristic steps from the material to the concluding results. Rather, some qualitative researchers such as MAYRING (2007) claim that generalisability is very important for qualitative research to come to results that can lead to political, medical or psychotherapeutic action. [59]

Frommer J, Langenbach M and Streeck U (2004) Qualitative psychotherapy research in German-speaking countries'.
Psychotherapy Research 14:1, 57 -75

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Psychoanalytic Therapy as qualitative Research ?

- Kvale S (2001) The psychoanalytic interview as qualitative research.
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- Frommer J, Rennie D (Eds) Qualitative psychotherapy research. Methods and methodology. Pabst, Lengerich, pp 9-31