

Virtual Ethnographic Approaches to Facilitate Community Engaged Implementation Research



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RESULTS – DEBRIEFING MEETINGS

- Debriefing sessions illuminated several challenges and subsequent methodological refinements.
- The primary challenges were:
 - Ability to accurately document content
 - Technological issues
- The virtual format of the meetings limited ability to document body language and behavioral nuances and lack of ability to record all breakout rooms.
- Pre-assigning documenters to focus on specific CAB sub-groups along with the ability to record CAB meetings for repeated review made documentation more feasible.

RESULTS – DOCUMENTATION FORMS

- Results from the preliminary content analysis from the documentation forms are show in Table 1
 - All comments and interruptions were coded and categorized into broader themes
 - ❖ Majority of codes were related to logistical issues (e.g.: muted microphone, providing instructions)
 - ❖ CAB members were highly active during the Theory of Change process
 - ❖ CAB members often asked for clarifications/explanations (e.g.: how activity should be completed) and shared their personal opinions (e.g.: expressions of agreement/disagreement with other members)
 - ❖ Documenters also noted their perception of CAB members participation (e.g.: Insightful thoughts)

Table 1

Comments Codes		
Member Response to Theory of Change		88.13%
Logistic		86.59%
Intern Perception of Participation		25.28%
Interruption Codes		
Opinion		77.97%
Clarification/Explanation		71.85%
Logistic		50.17%

CONCLUSIONS

- Assessing stakeholder engagement virtually allowed for the collection of rich ethnographic data but these adapted methods presented unique obstacles.
- We recommend ongoing trainings including debriefing sessions, and thorough investigation into the functions of virtual platforms before selection.

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Ethnographic data on stakeholder engagement were rich but complex to collect. We recommend ongoing training, debriefing, and careful selection of virtual platforms.

BACKGROUND

- Community Advisory Boards (CABs) have been frequently used to engage diverse sets of stakeholders to inform research projects.
- In response to the COVID-19 pandemic, CABs have moved into the virtual realm, raising questions about the quality of engagement and data collection processes.

OBJECTIVE

- To describe our approach and preliminary findings to adapting ethnographic methods to assess stakeholder engagement in virtual CABs across two COVID-19 equity projects.

SETTING/POPULATION

- CAB meetings were hosted online.
- A total of 33 stakeholders across two CABs participated in 16 sessions.

METHODS

- Ethnographic documentation forms were developed to assess the following in each meeting:
 - Attendees
 - Time spent speaking and language (English or Spanish)
 - Modality used (computer, phone, or both)
 - Types of stakeholder interactions (e.g., interruptions, sharing or requesting information)
- Documenters participated in a two-hour interactive training along with ongoing debrief meetings.
- Each CAB meeting lasted two hours and was facilitated by the Global Action Research Center.
- Documenters observed specific CAB sub-groups and used a combination of live and recorded meetings to complete their documentation forms.

COMMUNITY AND SCIENTIFIC ADVISORY BOARD MEETING – INNOVATION DOCUMENTATION FORM 2 (GLOBAL ARC)

Documenter: _____

Meeting: _____ Date: _____

Scene (main room, interpretation room, small groups, technology use - e.g., white board):

Purpose/Agenda for the meeting:

Actors :
Global ARC:
 Name _____ Comment: _____

Time people talking: _____ Language for participation: _____

Interrupts (Who, why): _____

Late arrival: Yes No Early departure: Yes No

Joined via: phone computer phone and computer

Sender Who and What	Target To whom: (individual, sub-group, or entire group)	Type (Select all that apply) Seeking info: Asking for information from individual/group Giving info: Providing unsolicited facts, data, or opinion Response: Providing information as a	Comments
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