

YEF/LSHTM
Systematic review of SYV:
progress update and workshop

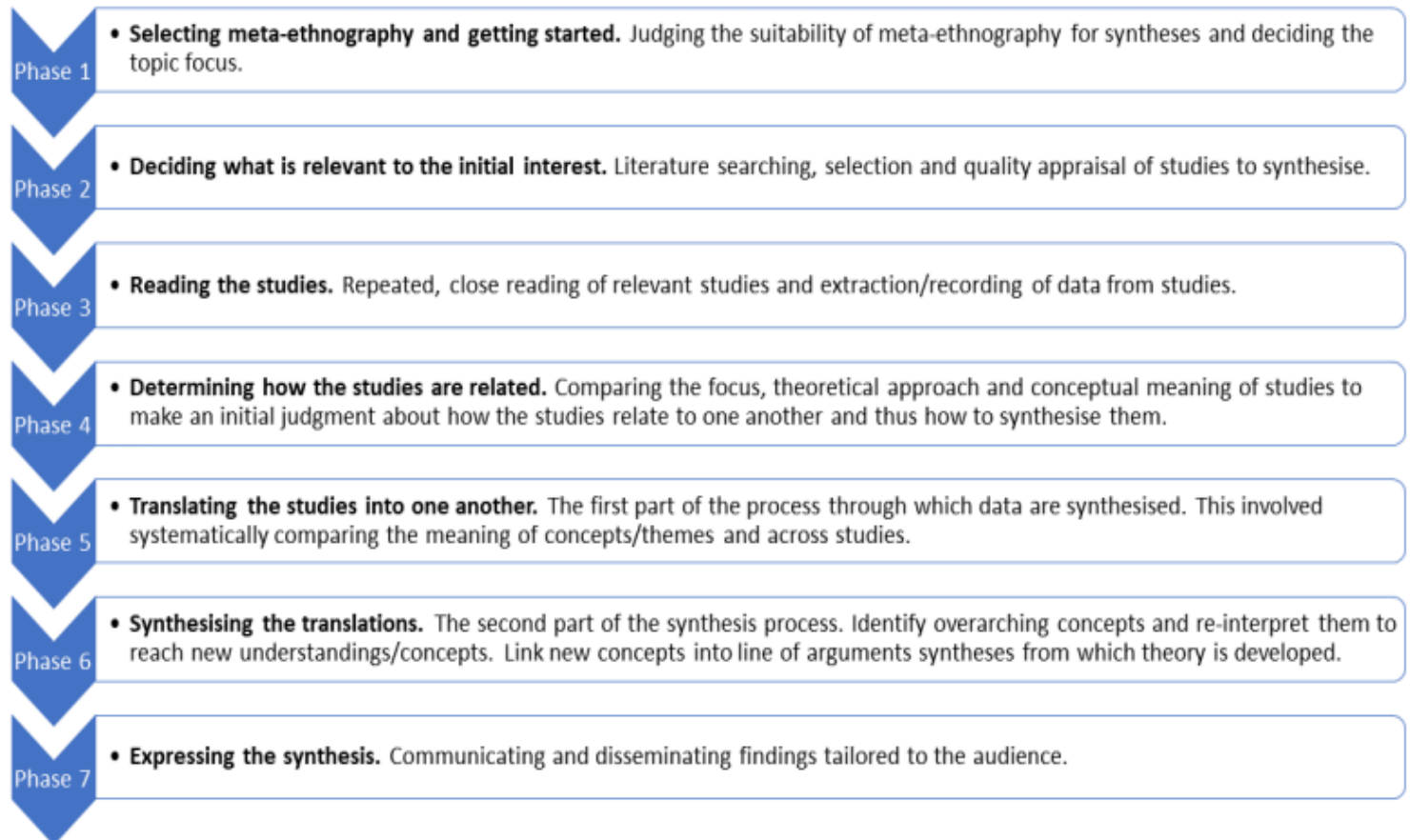
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- To provide update on progress and share thinking about challenges
- To work collaboratively on aspects of the synthesis
- To consider how to incorporate early thinking from YAG in the analysis and to plan for the next YAG session
- To consider options for presenting findings (narrative, tabular, diagrammatic)

Where are we at in our meta-ethnography?

The seven phases of meta-ethnography (Noblit 1988)



Prisma flow chart

Joelle to talk about Prisma flow chart.

Can we insert something here?

Final selection of priority 1 and 2.

Priority 1:

Richness measure:

Thick or very thick qualitative data (findings) that relate to the synthesis objectives. Fairly detailed or detailed/fairly large or large amount of context and setting descriptions

Example:

A typical qualitative research article in a journal with a smaller word limit and often using simple thematic analysis. Data drawn from a detailed ethnography or a published qualitative article with the same objectives as the synthesis that includes more in-depth context and setting descriptions and a more in-depth presentation of the findings – often using theoretical perspective.

Priority 2

Richness measure:

Thin or fairly thin qualitative data (findings) presented that relate to the synthesis objectives. Little or no context and setting descriptions

Example:

A mixed methods study using open-ended survey questions, a more detailed qualitative study where only part of the data relates to the synthesis objectives, or a limited number of qualitative findings from a quant-qual mixed methods or qualitative study. An evaluation of a violence reduction programme with focus on impact rather than mechanisms

Quality assessment of priority 1 studies

We have used Critical Appraisal Skills Programme checklist.

CASP is a 10 point checklist that provides a clear, structured framework that encourages critical thinking, considers ethical issues, and supports evaluation of methodological rigor, relevance, and trustworthiness.

We have added one additional question that relates to the level of participant engagement and opportunities afforded to young people to contribute to the research design and outputs

Characteristics of priority 1 papers

Characteristics of 38 priority 1 papers:

Type of violence:

27 related directly to gangs and street violence (knives, guns, threat, coercion, physical fights)

1 focus on sexual abuse and treatment of women within gangs

2 focus on sectarian violence in Northern Ireland – again street violence motivated by pressures within the group (money or status)

2 focus on violence within children's residential care

1 focus on violence in EBD (emotional and behavioural difficulties) school

3 focus on YP in custody for violent attacks (both gang related and isolated incidents)

1 focus on violence in prison (young offenders custodial settings)

1 focus on young people using youth justice services – range of criminal convictions pertaining to violence

Settings for research:

Community: (youth clubs, community centres, ethnographic research on the 'street')

Youth custody:

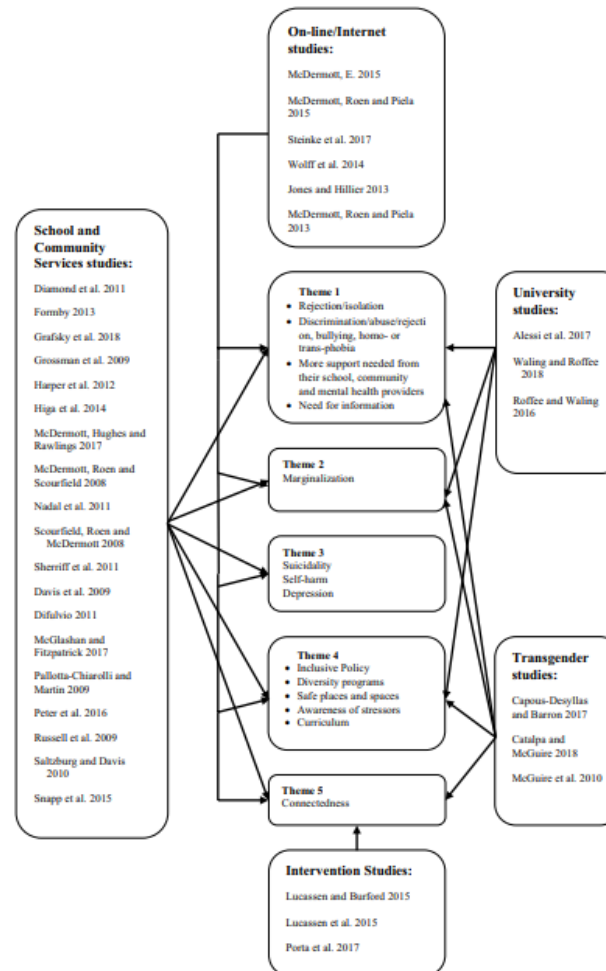
Schools:

Demographics

Age: All priority 1 papers had the majority of young participants within the age range 11-24. No papers have specific information relating different ages to different behaviours – other than general comments about maturity being a facilitator of non-violent behaviours.

Ethnicity:

examples of how previous meta-ethnographies of qualitative research have presented findings



Physical exercise study

J. Martins *et al.*

Table II. Facilitators and barriers to physical activity and each study contribution

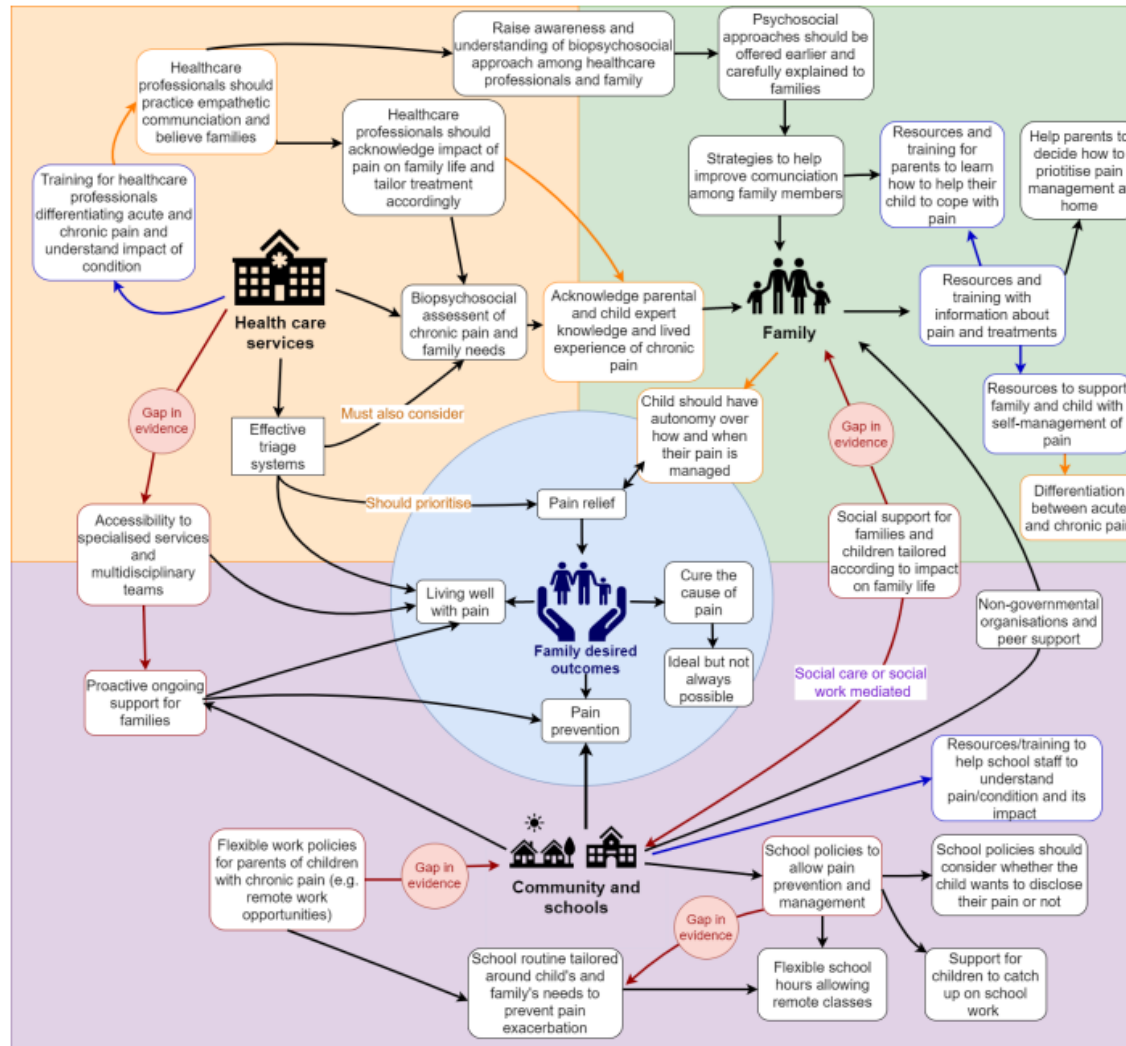
Themes		Study reference number												n	
		26	31	32	24	27	28	33	29	30	34	35	25	○	●
PA attitude	Meaning	○	●	○										2	1
	Preferences	●	●	●	●	●		●	●		●	●	●	9	10
	Benefits		○	○	●	○		●	○			●	○	8	3
Motivation			○	○	●	●			●		●	●	●	7	6
Fun		●	●	●	○	●		●	●		●	●	●	8	9
Perception of competence			●	●	●			●	●		●	●	●	7	8
Perception of body image and exposure concerns		●	○	○	●	●			●		●	●	●	6	7
Perception of femininity and social norms		●	○			●					●	●	●	2	5
Time and competing leisure activities of PA			●		●	●	●	●	●		●	●	○	5	8
Friends influence		●	●	●	●	●	●	●	●	●	●	●	●	10	12
Family influence			●	○	●	●	●		●		●	●		7	7
Significant others influence	PE teachers	●				●	●		●			●		4	5
	Coaches		●					●			●			2	3
	Others							●		●				2	2
Environmental opportunities	PA programs	●	●	○		●	●	●	○	●	●		●	7	8
	Access	●	●			●	●	●		●	●	●	●	4	9
	Recreational infrastructures	○				●	●	●		●				3	4
Life transition periods			●		●	●		●			●		●	0	6

○, facilitator; ●, barrier; ●, facilitator and barrier.

Study reference number, first author and year of publication: 24. Coleman (2008), 25. Yungblut (2012), 26. Azzarito (2013), 27. Craike (2009), 28. Dagkas (2007), 29. Knowles (2011), 30. Ries (2008), 31. Bélanger (2011), 32. Brooks (2007), 33. Humbert (2008), 34. Slater (2010), and 35. Withehead (2011).

Chronic pain managment

Figure 6. Family-centred theory of children and young people's chronic pain and its management Key: Black and blue lines, boxes and arrows – review authors' hypothesis based on evidence. Blue lines, boxes and arrows – resources and training needs/interventions. Orange lines, boxes and arrows – based on evidence and corroborated by PPI. Red circles, lines, boxes and arrows: gaps in qualitative evidence.



What are we aiming for?

To arrive at 'third order constructs' and use these to develop new lines of argument in the form of 'story-lines' or explanations.

For example under the theme of masculinity possible third order constructs may include

- 'the adoption of performative masculinity (of which violence plays a central part) provides self-esteem and identity that others (non-violent peers) may acquire from negotiating mainstream pathways (educational success, legitimate employment)
- Violence may provide excitement and meaning in an otherwise bleak existence where leisure activities (particularly for boys and young men?) are constrained by poor infrastructure and lack of economic means
- Social media fuels the normalisation of extreme displays of masculinity – this may be particularly pronounced in certain cultural contexts.

Using cards depicting system level categories and sub-themes think about how to progress analysis and presentation of our data.

EGM ideas

Ideas - using the ecological model to help situate the research in individual vs community vs societal mechanisms for involvement in violence. Some examples of how this could look is below:

[illegible]

Other possible third order constructs:

Notes (**not finished!**):

- Violence as a currency – a counter in a game – used to address social injustice - when all other means of securing status are taken away violence takes on agency and power. A chip that if collected and displayed helps accumulate capital. Yet are YP aware of rules/consequences?
- Collective demonstrations of violence (gangs, football, sectarian)
- Violence takes on different meanings in different contexts. Violence in gang will be construed differently (by the various players involved) to violence in school or in the family. Once scenario may lead to acquisition of status from peers whilst another may lead to condemnation.
- Protection, manhood, status – how is viewed by all different players – i.e. YP in different contexts?
- Psychological/individual. Social disengagement. Remorse. Justification of victim as certain type of person