

1. What is the purpose of the Qualitative Methods Research Toolkit?

- This toolkit is designed to provide guidance for physical therapist educators in Doctor of Physical Therapy (DPT) programs to integrate qualitative and mixed methods research into the curriculum to prepare students for evidence-based practice to improve patient outcomes. It provides structured resources, examples, and tools to support evidence-based education and research in physical therapy.

2. Who developed this toolkit?

- The toolkit was created by the Qualitative and Mixed Methods Research Special Interest Group (Q-MM SIG) to serve as a hub of curated resource for educators, clinicians, and researchers in physical therapy.

3. What is the current scope of the toolkit, and how will it evolve?

- The toolkit currently serves as a resource designed to support faculty in integrating qualitative and mixed methods research into DPT curricula. It provides categorized citations and brief explanations of key qualitative research elements and approaches, helping educators explore the foundational concepts of application of qualitative research in clinical practice, and assisting faculty in curricular integration.
- While it does not yet include detailed instructional guides, templates, or sample curriculum materials, this evolving phase is an opportunity for the faculty community to collaborate, contribute, and shape its development. Future updates will expand the toolkit to offer more practical applications and instructional resources, ensuring it becomes an even more comprehensive and valuable support system for educators.
- Join us in growing this toolkit by submitting your comments or sharing a resource. You can access the submission form inside the toolkit.

4. What types of resources are included in the toolkit?

- The toolkit contains peer-reviewed articles, textbooks, podcasts, videos, curriculum models, and critical appraisal tools. It also includes example studies categorized by practice area to demonstrate real-world applications.

5. How do I navigate and use this toolkit effectively?

- The toolkit is organized by topic areas such as research approaches, data collection methods, analysis techniques, and curriculum integration. Faculty can use the table of contents to locate specific sections relevant to their teaching or research needs. Due to limited website capabilities that can impact viewing and navigation, many resources are downloadable. Consider using an internet browser PDF viewer, like [Adobe Reader](#), to allow you to view the pdf before downloading it.

6. Can I use this toolkit to integrate qualitative research into my existing DPT courses?

- Currently we are working to build materials (e.g. templates, course objectives, classroom activities, curriculum model) around curricular design and implementation to assist physical therapist educators. Currently the toolkit contains example curricular models from other discipline areas (e.g., medicine, psychology, veterinary medicine, etc), due to limited resources that cover this topic in physical therapy. Some of these materials will only be accessible through the ‘member only’ entry points, as access is restricted to the Academy of Research members.
- The toolkit currently contains annotated lists of published studies within a variety of practice areas that can be used by faculty to educate students about the application and contribution of qualitative research to evidence based practice.

7. What if I don’t have a background in qualitative research? Will this toolkit still be helpful for me as a DPT educator?

- Yes! The toolkit provides curated articles that may be used to introduce qualitative research methods, principles, and terminology (e.g., rigor and trustworthiness) to DPT students. Some articles report research findings that demonstrate how evidence from qualitative studies can inform clinical decision-making, enhance practice, and improve patient outcomes. By incorporating these resources into your teaching, you can help students appreciate the value of diverse research approaches in shaping well-rounded, evidence-informed clinicians.
- The toolkit also provides a list of textbooks, video presentations and other education resources that can be incorporated in DPT courses and curricula.
- Additionally, we have included reporting standards and checklists that may be used in classroom activities to teach students how to critically appraise a qualitative or mixed methods study.

8. Is the toolkit updated regularly?

- Yes. The Q-MM SIG established a committee that is responsible for managing and updating the toolkit annually. Members of the PT community are encouraged to submit new materials for consideration. You can access the submission form inside the toolkit.

9. How can I contribute to the toolkit or suggest additional resources?

- Contributions are welcomed! You can submit qualitative research resources, including training resources, published studies, case studies, or instructional materials through the submission form linked in the toolkit. The review committee evaluates submissions on a bi-annual basis for inclusion in future updates.

11. Where can I find example qualitative research studies in physical therapy?

- The toolkit includes a collection of exemplar studies categorized by practice area (e.g., acute care, neurology, cardiopulmonary, oncology, pediatrics). These examples help illustrate how qualitative research is applied in different clinical contexts. They also provide evidence for clinical decision-making that may improve patient outcomes.

12. How can I ensure the research I use is reliable?

The toolkit provides critical appraisal tools to help clinicians assess the quality of qualitative studies. Key considerations include:

- Is the study well-documented and transparent in methodology?
 - **Data Saturation** – Was sufficient data collected to have a comprehensive understanding of the phenomenon under study.
 - **Transferability** – Can the study findings be applied to your clinical population?
 - **Credibility**- Akin to internal validity in quantitative research. This refers to the trustworthiness and believability of the findings. Does the study accurately reflect the reality of the participants and the phenomenon being studied?
 - **Dependability**-refers to the consistency of the research findings over time and across different researchers. Would another researcher, using the same methods, arrive at similar conclusions?
 - **Confirmability**-refers to the objectivity of the research findings. It aims to minimize researcher bias and ensure that the findings are grounded in the data rather than the researcher's interpretations.
 - **Reflexivity**: Appreciating the importance of understanding and documenting positionality and potential biases, and how these can impact the research process and findings.
 - **Member Checking**: Validating findings and interpretations with participants.

13. What if I have further questions or need additional support?

- If you need further assistance, you can reach out to the Q-MM SIG team through the contact information provided in the toolkit. Join support may also be available through workshops, webinars, or mentorship opportunities.

For more detailed explanations and resources, please explore the Qualitative Methods Research Toolkit.