Kenya SRT Blog Post 1
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During our Student Research Training experience thus far, our team has worked with Dr. Megan Huchko and the Center for Global Reproductive Health to better understand how stigma surrounding HPV and cervical cancer affects women's decisions to uptake important healthcare services like screening. During the spring semester, our team engaged in an extensive literature review to gain a further grasp on stigma in the Kenyan context as well as in relation to HPV and cervical cancer. Using our knowledge from this literature review, our team began to look towards the next step which involved focus group discussions (FGDs) of 10 people each with both women and healthcare providers to give insight into how these groups view stigma and its potential sources. We developed two FGD guides (one for community health workers and one for women selected as patients from health clinics).We attended a training on qualitative data collection and management. We eagerly waited for the FGD to take place so we could begin analyzing and coding the results at the beginning of summer.

Having officially started working towards our 8-week summer goals, we began by setting out several action items each week. This has allowed us to work as a unit towards these common short term goals and ultimately our final deliverables. Now that the FGDs have been conducted, we have reviewed the available transcripts as a team and discussed overall impressions of the FGD data. This improved our ability to create a codebook for both the participant and community health volunteer FGD to later use in our NVivo analysis. As a team we have minimal experience with NVivo, and are looking forward to enhancing our understanding and breadth of analysis methods.

One of the important meetings we have had as a team has been to discuss the initial FGD data. Because we later went on to analyze the FGD with NVivo as a coding method, it was important for us to reach a consensus for the important findings and points which we would want to highlight both in the coding themes and quotations. We learned how to go through a FGD and highlight themes to use as coding nodes, and strategies to use for classifying different quotes. We split into two teams of two students each in which we each independently coded one transcript. This meeting was held over zoom with our mentor, Dr. Hutchko, and the SRT student team, but we were also fortunate to then have the opportunity to go over our impressions and coding with the team in Kenya to receive feedback. The Kenya team was able to clarify for us translation errors or points of confusion. Our second FGD analysis will be modeled on this experience with some changes to maintain inter-rater reliability.

Our overall deliverables will be to create a manuscript, analyze our FGD transcripts, and produce an educational intervention plan with an assessment strategy. In order to best plan our summer activities and make the most out of the 8 weeks we have, we created a detailed weekly timeline.. Since our manuscript is an important deliverable, we have already begun a manuscript drafting course which has taught us how to construct a methods section and use references

judiciously. By the end of the summer, we plan to have a strong outline for our manuscript, having spent a lot of time in the drafting and editing process. Moreover, we plan to have robust results that will inform the educational intervention, so work on drafting this will be underway. Finally, we plan to have drafted our analysis methods with regards to our surveys (ACASI), and plan to have a complete literature review.