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One-Sentence, One-Word: An Innovative Data Collection Method to Enhance Exploration of the Lived Experiences

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Abstract

Experience-based methods are growing in popularity and are increasingly being utilized in a variety of research programs and investigations. They enable researchers and participants to co-design research strategies and outcomes and subsequently propose solutions to potential problems in the partnership. By applying an experience-based methods lens, we sought to augment traditional qualitative interviewing methodologies by using a novel method we named “one-sentence, one-word” (1S1W). To apply our 1S1W method, we used a phenomenological study that examined the relationship between the risk of falling and the desire of master athletes to engage in competitive sports. Participants reflected and recorded their subjective experiences in the form of one-sentence and one-word responses, at the beginning and end of the interview, respectively. Half of all participants associated the risk of falls with negative words; however, all participants used positive sentences to describe their experience as master athletes. Considering other qualitative findings, this method, while brief and relatively simple, gave a very rich and accurate depiction of participants’ overall experiences (e.g., themes). The 1S1W data collection method complements traditional qualitative approaches and encourages participant reflection; we believe our method has applicability across the research process. In one word, it isolates the ESSENCE.

Keywords

Phenomenology, Self-Reflection, Reflexivity, Qualitative Research Methods

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One-Sentence, One-Word: An Innovative Data Collection Method to Enhance Exploration of the Lived Experiences

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Experienced-based methods are growing in popularity and are increasingly being utilized in a variety of research programs and investigations. They enable researchers and participants to co-design research strategies and outcomes and subsequently propose solutions to potential problems in the partnership. By applying an experience-based methods lens, we sought to augment traditional qualitative interviewing methodologies by using a novel method we named “one-sentence, one-word” (1SIW). To apply our 1SIW method, we used a phenomenological study that examined the relationship between the risk of falling and the desire of master athletes to engage in competitive sports. Participants reflected and recorded their subjective experiences in the form of one-sentence and one-word responses, at the beginning and end of the interview, respectively. Half of all participants associated the risk of falls with negative words; however, all participants used positive sentences to describe their experience as master athletes. Considering other qualitative findings, this method, while brief and relatively simple, gave a very rich and accurate depiction of participants’ overall experiences (e.g., themes). The 1SIW data collection method complements traditional qualitative approaches and encourages participant reflection; we believe our method has applicability across the research process. In one word, it isolates the ESSENCE. Keywords: Phenomenology, Self-Reflection, Reflexivity, Qualitative Research Methods

Investigators have struggled to have qualitative research outcomes gain acceptance as suitable forms of evidence to use for influencing policy. Informing decision-making and/or policy is an important aspect of ensuring research is used in practice. Investigators can support useable research applications by employing methods that elucidate the “lived experience” of research participants. Typically, empirical studies are quantitative in nature and are the more common type of evidence used in decision-making (Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). In most cases, qualitative research is used to provide details about participant behaviour, experience, routines, needs and wishes in a variety of different settings. Van Manen (2016) discusses hermeneutics as an example of qualitative research and explains it as “the interpretation of experience via some ‘text’ or via some symbolic form” (p. 25). While the content of hermeneutics may be descriptive qualitative analysis, the researchers using the hermeneutic process find value in the interpretation of the descriptive text through writing and putting thoughts into words. Researchers often struggle to have qualitative studies legitimately inform and support quantitative findings, which are fundamental to knowledge translation efforts and evidence-informed policy-making. We believe research findings should go beyond the academic and support decision-making that ultimately impacts the greater population. Political desire to have lived experiences included in policy decision-making is increasing (Health Quality Ontario, 2013). Including this experience in policy-making aims to ensure that the policy is grounded in the needs of the people who are actually living it. Qualitative data surrounding lived experiences provides information about “user behaviors, needs, desires, routines, user cases, and a variety of other information that is essential in designing a product

that will actually fit into a user's life" (Madrigal & McClain, 2012, para. 11). Lived experience methods are often combined with a range of research methods used to enrich findings uncovered through research design (Bowling, 2014). This may derive from the richness and depth that lived experience provides, but too often qualitative methods alone are not considered sufficiently rigorous or accurate by those unfamiliar with them (van Manen, 2016).

The connection between lived experience and the development of health policy is essential to supporting positive health outcomes and in turn, to support the successful implementation of public health policy. One example of this connection can be seen in the Australian mental health policy developed by the National Standards for Mental Health Services. In this example, the lived experience of patients was used to inform mental health policy and programs and to "provide clear directions to actively engage people with a lived experience in participatory roles" (Byrne, 2017, p. 1). Including lived experience examples in health policy and service delivery has the potential to improve population outcomes (Byrne, 2017).

Attempts to include more lived experiences in the healthcare improvement and innovation process have increased recently. An example is the use of Experience Based Design (EBD; Tsianakas et al., 2012), whereby researchers use participants' perceptions of their experience to attempt to capture their emotions (Health Quality Ontario, 2013). The goal of EBD is to gain insights into potential facilitators and barriers for health quality initiatives research process and design were rigorous, and to provide opportunities for sustainable improvement. Much has been written on methods that engage the participants in decision-making and change initiatives (Burke & Albert, 2014). The challenge with these techniques is the heavy time commitment and the necessary involvement of researchers.

There has been an increase in the use of mixed research methods that challenge the notion of the traditional qualitative/quantitative dichotomy (Burke & Albert, 2014; Hesse-Biber & Johnson, 2013). Integrating qualitative and quantitative research methods progresses beyond the use of traditional quantitative methods and allows researchers to explore complex and intricate health dilemmas using innovative and more realistic and feasible approaches. Addressing complex health issues such as ageing or health inequities requires the use of novel methods for data collection to capture the complexities of real-world settings in a timely and relevant way.

Creswell (1998) encourages "individuals designing qualitative projects to include new and creative data collection methods" (p. 129). In one sentence, the purpose of this article is to describe a novel and creative data collection method we call the "one-sentence, one-word" (1S1W) method. This new methodological approach seeks to help researchers collect data in a real-world setting while helping them validate the interpretation of their results. We sought to enhance the traditional qualitative interviewing method and add another mechanism for qualitative researchers to use during data collection. This method can be used both effectively and efficiently to encourage and analyze participant reflection. The "one-sentence, one-word" method can be used in several ways throughout the research process. For example, it allows investigators to identify early codes, cross-check emerging themes, use participants' own words, and enhance a researcher's reflection during data analysis.

Short sentences can be powerful and have several functions. They can make communication more natural and conversational and they can create a sense of urgency (Tufte, 2006). The 1S1W method allows the researcher to prepare the participant for the discussion about to occur (a short one sentence to frame discussion) and allows "real-time" reflection from the participant as the discussion closes (one meaningful and often impactful word). Being concise and casual can frame perceptions of events in a positive light that encourages further discussion and self-expression (Klinkenberg, 2013). The simplicity of the method can reduce the potential for researchers to distort the message or its intended effects. The 1S1W method

provides the opportunity to frame and label the information in a personal and reflective form, in this way both the participant and the researcher are “co-reflecting” in the moment of data collection (Eyler, Giles Jr., & Schmeide, 1996).

To demonstrate the use of the 1S1W method, we describe methods and findings from a recent qualitative study conducted by our team during which the 1S1W method was successfully applied (Brennan, Zecevic, Sibbald, & Nolte, 2018).

The Example Study

Researcher Qualifications

The authors worked together as a cohesive research team to support the development of this research approach. At the time of data collection, DB was a Master of Science student working on the study presented in this paper. As an athlete with a passion for keeping adults mobile into late life, DB explored the falls-risk experience of master athletes. He took an interest in how older adults experience falls after his grandmother had several painful accidents and asked him for advice on how to prevent falls in the future. He became deeply invested in this project as a means of providing his grandmother and her peer group with real-life examples of highly active older adults who do not appear to let falls deter them from staying active. His hope is that this knowledge will encourage people across the lifespan to make changes and consider engaging in sports as a means of remaining active as an older adult.

DB worked under the supervision of AZ, who provided expertise in falls prevention, risk management, and the use of systems approaches to safety in later life. AZ contributed to the study design, supervised and supported the research process, and provided instruction and feedback on study protocols, recruitment, and interviewing strategies. SS supported the team as a qualitative research expert. SS works in the field of health systems research and health promotion and was interested in the methods being used. DB, SS, and AZ met regularly throughout the data collection and analysis stages to ensure the research process and design were rigorous and to explore the 1S1W method and its usefulness within the larger research design.

Methods

The example study followed a descriptive qualitative approach to explore the lived experiences of master athletes (any athlete over the age of 35 years actively competing in sport). The purpose of the study was to answer: “What is the fall-risk experience of master athletes actively competing in sport”? We used a hermeneutic phenomenology (van Manen, 2016) method of connecting individual meanings with the collective meanings of the group in conjunction with one-on-one semi-structured interviews. The hermeneutic approach entails looking at the text as a whole, then reviewing and interpreting individual sections or parts, then relating back to the text as a whole in a repetitive, inductive coding process (Dowling, 2005). We utilized the hermeneutic circle analysis method to accumulate knowledge consistent with the interpretive-constructive paradigm (Guba & Lincoln, 1994). The study design was cross-sectional with a specifically selected sample of master athletes. Participants were recruited if they were older than 35 years of age, actively involved either in team or individual sports at any level of competition, English-speaking, and not diagnosed with memory loss. We recruited a total of 22 master athletes, consisting of seven females and 15 males, across 19 different sports. Their average age was 67 years and the majority (77%) were in self-reported good to excellent health.

The study was approved by Western University's Research Ethics Board. Each participant provided written consent and the interviewer ensured their privacy was maintained during interviews. Personal data collected through the consent form, audio recordings, demographic questionnaires, and contact information were stored in a locked research office and in password-protected computers.

We conducted one-on-one semi-structured interviews and asked participants six open-ended questions (Text Box 1) to gain a comprehensive set of data about their experiences as master athletes and their perceptions about the risk of falling. At the start of the interview, in keeping with Creswell's (1998) call to provide more innovative qualitative methods, the interviewer asked, "What sentence describes your experience as a master athlete?" The interviewer asked this question first to initiate the self-reflection process and second to bring the research process closer to the experience of the participant. Interviews continued with "broad stroke" questions about involvement in sports and then shifted towards a discussion on past and present sport and falling experiences. Every interview concluded with a second reflexive exercise, whereby the interviewer asked participants to condense their experience with falls into a single word. It is important to note that these questions addressed two separate topics and were not a check for each other. The sentences and words acted as condensed and complementary data points that helped to triangulate the analysis and improve the validity of the findings. The strategy was to open and close the interview with crisp, clear, and concise 'bookend' responses with a sentence and a word. A request for conciseness made the interviewee stop and pause (sometimes for a while) to reflect on the overall experience, which seemed to help establish their mindset for responses to subsequent interview questions. The research team used the compilation of single words as an immediate guide to identify the direction of findings. As a research team, we then analyzed the sentences to assist in better understanding the lived experience of participants. The analysis process is described below.

Text Box 1

Semi-Structured Interview Guide

1. What sentence describes your experience as a master athlete?
2. Tell me about your involvement in masters [*sport*].
 - a. What do you enjoy the most about your sport?
3. How did you first get involved in sport?
 - a. Why? When?
 - b. What keeps you motivated?
4. How well do you know your body?
 - a. How do you adjust to your ageing body (sarcopenia, vision, balance, chronic illness)?
 - b. How do you overcome setbacks (acute illness, injury)?
5. As an athlete, you are exposed to a greater risk of falling. How do you manage this risk? What is your experience?
6. What one word would you use to describe your experience with falls?

Validity of Research

The interviewer digitally audio-recorded all interviews, which were transcribed verbatim. We removed all personal identifiers during the transcription. The interviewer completed field notes to record body language, gestures, and silences—all of which were added to the transcripts to provide context for analysis (Caelli, 2001). The research team sent participants their transcripts to member check for accuracy and to allow them to provide any

additional comments (Sandelowski, 2008). After each interview, participants self-selected an unidentifiable pseudonym that related to their sport or their emotions toward their sport. An example was Mrs. Dragon, who chose this pseudonym because of her love for dragon boating. The pseudonym chosen was not used in the analysis, but rather it was an original way to creatively relate participants to their sport.

Analysis

As a research team, we read each transcript multiple times to immerse and familiarize ourselves with the data (Morrow, 2005). Coding consisted of three phases and all three co-authors completed this to ensure that we were fully immersed and familiar with the data (Elo & Kyngäs, 2008). The first phase was manual open coding through inductive content analysis. The second phase was refining the coding list, whereby we tested the initial coding list separately by each using the same transcript. When we deemed that transcript content had more than one possible meaning, we used simultaneous coding (Miles, Huberman, & Saldaña, 2014). We subsequently met to resolve issues and created a second draft of the coding list. This process was repeated two more times until we resolved all issues and a final coding list was developed. Using the final coding list, two of us (SS, AZ) each coded 30% of the transcripts and DB coded all 22 transcripts to ensure consistency. We used a narrative description to interpret initial patterns (Miles et al., 2014) and developed themes from these patterns. According to van Manen (2016), these developed themes comprise the structures of experience.

The research team analyzed the 1S1W compilations in isolation, in aggregate, and then across the data sources. In isolation, the sentences and words were organized into separate lists and read multiples times. For example, the words were separated into alphabetically organized lists, syllable-count lists, organized by sounds, while the sentences were separated by word count, the similarity in the message, and organized by tone. The words were then re-organized into two lists of positive and negative connotations since it was felt by the research team that this organization most closely represented the lived experience being shared by the participants through the one-word question. These lists were analyzed in isolation, then compared to multiple other data sources, such as the demographic questionnaire. For example, the meaning, or definition of each word was reviewed and related to the self-reported health of the participants. The lists were also analyzed side-by-side with segments of interviews; this was done in order to gain more insight about how an individual's described lived experience might compare and contrast to the lived experience of the group, demonstrated in the one-word list. The one-word list was then cross-checked with the one-sentence list to establish a relationship between the two topics—being a master athlete and the experience with falls. An example of this, drawn from the interview data, can be seen when comparing words like “painful” or “confident” to a sentence like, “Being a masters athlete is a journey between the fear of what am I doing and the joy of ‘I can’t believe I’m doing this.’” Although both words have different connotations, they both help to establish a relationship between the participants as master athletes and their experience with falls. Finally, the sentence and word lists were analyzed in relation to the themes that emerged from the overall interviews. This final step allowed the research team to uncover any hidden meaning in the shared lived experience that may have been missed while analyzing the data in its smaller segments, while also gaining further insight into the meanings behind the collection of words and sentences.

Findings

The 1S1W response that each participant provided is summarized in Table 1. The combination of the single sentence and single word provided a good indication of the themes

that emerged from the overall interview data analysis. The sentences described the master athletes' most valued experiences and epitomized the essence of why they competed in sport. Half (n=11) the words used to describe their experience with falls were positive and the other 11 responses were negative. Interestingly, the participants who chose positive words, such as "minimal" or "acceptable," described their experiences with falls as painful and unpleasant throughout the interview. This positive outlook despite the painful consequences might be attributed to the participants' views of falling as an opportunity to learn. This finding would not have been uncovered without the combination of data from the interviews and the one-word descriptions. Our understanding of the participants' lived experience as a master athlete competing in high fall risk sports became deeper and richer only after data analysis when the 1S1W responses were related back to the other data.

For example, some participants seemed to contradict themselves by selecting negative words about their falls-risk experience but positive words to describe their experience as a master athlete. Mr. Speed provides one example. Through his one sentence answer he explained, "I do track and field because I find it a fun experience since an early age." Yet, the one word he selected to describe his falls-risk experience was "scary," which he explained was because of the painful falls he had experienced in the past. He loved masters sport so much that he even chose the pseudonym "Mr. Speed" to reference his approach of always trying to move as fast as possible when competing. Another example comes from Ms. Backstroke who explained through her one sentence response

I feel I'm most happy when I'm participating in sports, it's one of the happiest events for me in my general experience as a retired older person. I look forward to it, for me it's very social and I love that part.

Her chosen one word was "yuck," but she used her distaste for falls and her past experiences with injurious falls to help improve her awareness of fall-related safety.

Other participants chose words and sentences that were consistent with each other. Ms. Love is an example of a participant who chose both a positive word to describe her falls-risk experience and a positive sentence to describe her experience as a master athlete. She explained, "I love the competition, the friendships, and getting better." Her chosen one word was "non-existent" and during the course of the interview; she mentioned that she never really thought about falls until she saw the recruitment poster describing the study. Ms. Love was a very confident woman who trained extensively, had a team of healthcare professionals that she consulted frequently to help keep her in shape, and felt that she was strong enough to avoid falls of any kind, thus making them "non-existent" in her life. Mr. RW (an acronym for Run-Walk, self-chosen for his involvement in track and field events) provided another example of a participant who was consistent in both his one word choice and his one sentence answer. He explained that being a master athlete was "[it is] personally rewarding and neat that I can still compete and win, or sometimes win." Mr. RW had explained throughout the interview that he had learned how to avoid falls by seeing his friends fall or by experiencing falls himself. The single word he chose to describe his experience with falls was "confident."

Table 1 *One Sentence that Describes the Participant's Experience as a Master Athlete and One Word that Describes the Participant's Experience with Falls*

Participant Alias	Chosen Sentence “What sentence describes your experience as a master athlete?”	Chosen Word “What one word would you use to describe your experience with falls?”
Ms. Backstroke	“I feel I’m most happy when I’m participating in sports, it’s one of the happiest events for me in my general experience as a retired older person, I look forward to it, for me it’s very social and I love that part.”	Avoid
Mr. Bill Oar	“It’s been a satisfying experience probably because of the age categories that I compete in.”	Acceptable
Mr. Cannondale	“Being a masters athlete is very fulfilling in that I am able to compete at a very high level while maintaining a really excellent level of health and I do that so that I’m able to accomplish day-to-day tasks a lot easier and if I want to do something different, . . . I just don’t have to think about it so I enjoy that level of fitness.”	Learning
Mr. Centre	“Enjoyment and camaraderie with the rest of the guys and just playing the sport.”	No-Problem
Mr. Circuit	“The joy of competing with much, much younger athletes.”	Lucky
Mr. Decathlon	“It’s very fulfilling.”	Painful
Ms. Doc Swim	“Masters swimming Canada: Fun, participation, and fitness.”	Painful
Mrs. Dragon	“Challenging demands . . . additional physical ability that I previously had and it’s performed in a beautiful surrounding on the water on the lake, which I love.”	Minimal
Mr. Dual Sport	“Finishing my first try-a-triathlon.”	Embarrassing
Ironman Grandma	“Being a masters athlete is a journey between the fear of what am I doing and the joy of I can’t believe I’m doing this.”	Yuck
Mr. Jump Master	“The experience has been very invigorating and it’s made me very enthusiastic.”	Carelessness
Ms. Love	“I love the competition, the friendships, and getting better.”	Non-existent
Mr. Pentathlon	“I think being able to participate and enjoying the companionship of the people that I’m involved with.”	Cautious
Mr. Racquet	“It’s very competitive.”	Cautious

Mr. Rusty	"I would say it's challenging, it's interesting, and it's rewarding."	Inevitable
Mr. RW	"Personally rewarding and neat that I can still compete and win, or sometimes win."	Confident
Mr. Speed	"I do track and field because I find it a fun experience since an early age."	Scary
Mrs. Stanford	"My experience is extremely rewarding, lifelong social, [and] a great spot to practice something that I love to do."	Careful
Mr. Sunny	"I guess the best answer I can give is that I don't see myself as a masters athlete, I see myself just as anyone who wants to do something that is positive with their life."	Frightening
Mr. Theo	"As a master athlete, it gives me a reason to get up in the morning, it gives me a reason to come to competition, and it's social as well."	Shock
Ms. Throw	"Wonderful, it's been really good, I re-started track and field and maybe other things but it's made me less depressed and so it's improved my life."	Surprising
Mr. Triathlon	"You always have to have some sort of something in your life that you enjoy doing and if you're lucky enough to find something that you really enjoy doing and it has physical benefits, then you can pursue it because there are no limits."	Daunting

Lessons Learned

This example study's original research question was: "What is the fall-risk experience of master athletes actively competing in sport?" By using the novel 1S1W method, we augmented our data analysis process to better understand the falls-related lived experience (phenomena) of master athletes (Tufford & Newman, 2012). Using the 1S1W method through an interpretive-constructive paradigm allowed us to concisely understand what the participants, in their own words, deemed to be most important. It allowed us to critically reflect on the participants' realities and co-create a richer description of the phenomena.

We learned several valuable lessons during the example study. First, we hypothesize that there are various ways to implement the 1S1W method. For example, research participants could be given the 1S1W question before the interview, allowing them ample time to reflect and think about their responses. This does not mean that participant responses would not change on the day of the interview. In some studies, this may not be logistically possible or methodologically desirable. In our example study, it was not always possible to give the participant the one-sentence question days before the interview because of the proximity of recruitment, and because of the timing and location of the data collection. Alternatively, for some research questions and participant groups, there may be value in having participants respond more intuitively and "on-the-spot" to investigate their immediate reactions. We observed that it was not always easy for participants to decide on an appropriate single sentence

and a single word. In this way, we learned how self-reflection and aggregating experiences affect data collection. Participants' challenges of narrowing their experiences into one sentence and one word speaks to the complexity and intricacies of the phenomenon they are experiencing. A simple strategy to minimize these struggles and enhance the reflection process might be to ask participants to write down their one sentence. Van Manen (2016) has described writing and reflection as nearly inseparable because writing often leads to a deeper reflection of the lived experience. Furthermore, writing a response can help participants to review their thoughts and edit them accordingly.

Second, member checking after transcribing the interviews is an important step that allows participants the opportunity to revise the wording of their responses if needed. It is worth noting that in the example study, no participants changed the wording of their original one-sentence (i.e., describing their experience as a master athlete), nor their one-word (i.e., describing their experience with falls) responses. Giving the participants a chance to member check their 1S1W and possibly edit their responses also provides them with the opportunity to let their subconscious realities emerge, which in turn, provides an even richer dataset for the researchers. This member checking practice could help "provide opportunities for additional data and elaboration that will enhance the credibility of the emerging analysis" (Tracy, 2010, p. 844). It is compelling to note that none of our participants changed the wording of their single sentence or word. This aligns well with the strategy of using the 1S1W to bookend the interview to set up the participant's mindset of how the interview will start and evolve and to determine what the "final word" or conclusion might be.

Third, in the example study, the one-word question was very well-suited to being given at the end of the interview and not in advance. We found that participants were engaged in the discussion about their lived experience, and seemingly more prepared to summarize their experience into one word at the end of the interview. The timing of the 1W1S within this interview warrants further exploration.

For the most part, the one-word data collection method resulted in the acquisition of succinct, concrete thoughts, and exemplary words. This method may not be feasible in participant groups in which there are language barriers. We found that because some participants did not speak English as their first language, they created sentences as they thought, which resulted in run-on and fragmented sentences. In contrast, participants who took more time to think before speaking tended to form complete, coherent sentences.

Theoretical Contributions and Implications

We do not support using the one-sentence or one-word qualitative data collection method in isolation. Instead, we recommend it be used to bookend an interview or research guide to enhance information capture, as was the case in the study example. Analysis of 1S1W responses can help a researcher better understand the phenomena in question. The 1S1W method decreases the opportunity of participants to qualify their words or to change meaning by adding a more detailed description. While a robust description is an important part of a qualitative inquiry, it can sometimes cloud the essence of a participant's lived experience. Furthermore, if given time before the actual interview, participants' responses can be adequately refined to encompass the core of their experience, which can then be further explored through the interview process. Altogether, this innovative method gives researchers the flexibility to understand the lived experience. It also provides an opportunity for researchers to very concisely examine how participants view their world and reality. It would be interesting to further explore the best time during data collection to (a) ask participants for their 1S1W answers and to (b) determine how far in advance participants should know about this task.

We also believe that having participants begin with one sentence forces the initiation of a deeper self-reflection process. Self-reflection, or reflexivity, is a common strategy used by qualitative researchers to enhance the rigour and transparency of research (Ortlipp, 2008). It also helps extend our understanding of how our positions and interests as researchers affect all stages of the research process (Finlay, 2002; Primeau, 2003). Reflection is important for participants because it allows their subconscious thoughts to emerge in spoken or written form. Similarly, researchers reflect to deepen the data analysis process and uncover the hidden meanings they seek to understand. The critical examination of one's narrative is embedded in self-reflection, and therefore applies both to researchers and to study participants. The opportunity to contemplate their responses beforehand may allow participants to begin the interview process with an awareness of their narrative tone and construction. We believe this encourages responses that reflect the entire and most consistent meaning of participants' experiences. Other researchers have used similar methods to assess research participants' construction of self (Smith, Cebulla, Cox, & Davies, 2006). By ending the interview with one word to summarize the participant's lived experience, participants are able to feel a sense of closure in their self-reflection. In the fall-risk example study, the experience seemed positive and participants commented on how much thought they put into an experience they otherwise rarely considered. Researchers aim to use hermeneutics to understand parts of data in relation to the whole, and vice versa; therefore, the addition of the one sentence and one-word research method in qualitative data collection protocols is a strategy worth integrating to provide a richer dataset.

Limitations

An important limitation of the 1S1W approach is that it risks simplifying what is a complex experience comprising many layers of thought and understanding into a condensed group of words. Some of the data complexity may be lost or overlooked if the one sentence, one-word method is relied upon as a sole means of data collection and analysis, rather than also analyzing the words and sentences as part of a larger dataset.

Conclusions

The 1S1W data collection method helps researchers to concisely reveal and understand the essence of a lived experience through the use of participants' words. It helps participants tell their stories by examining their emotional journey and, in turn, allows researchers to gain further insight into a specific problem or experience of interest. In the fall-risk example study, a rich dataset was provided for the analysis because participants were allowed to check their interviews, edit their responses, and assume an active role in the research process through self-reflection and by condensing their experiences into one sentence and one word. Therefore, this study demonstrates that the 1S1W research method can not only help encourage participant reflection but can also be incorporated as a feasible and useful component of established qualitative research approaches. This strategy may be useful to others or may give rise to other such methodological innovations. In the context of knowledge translation, the 1S1W strategy might also be a good expression of the distillate of the "lived experience" increasingly required to create policies that will fit participant's needs, desires, routines, or uses. We close this article with one word that in authors' view best describes of the novel methodological approach, the ESSENCE.

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