action research and mixed methods design, 195–6
historical background, 198
relevance to health care, 199–200
study example (R-PAC project), 196–213
design aims and rationale, 197
design overview, 200
methodological considerations, 201–205
phase-1 identifying priorities, 206–207
phase-2 developing and implementing the intervention, 207–208
phase-3 impact and new directions, 208–210
phase-4 measuring the impact, 210–11
phase-5 developing the model of care, 211–12
theoretical perspectives, 205–206
Ahern, K., 109
alternative therapies, 26
Altman, D.G., 140, 142
Alton-Lee, A. and Densem, P., 130
Anastario, M. and Schmalzbauer, L., 45
Anderson, M., et al., 79
Andrew, S. and Halcomb, E.J., 38, 52–4, 75, 89, 184, 202
Andrew, S., et al., 52
assessment tools, validity in different settings, 42–3
audiences and readership, 140–41
audit and mixed methods research, 126
Australian Department of Health and Ageing and National Health and Medical Research Council, 196–7
Australian Institute of Health and Welfare, 196
Australian Research Council, 196
authorship, 62, 141
Avis, M., 21

Badger, T.G., 198
Bandura, A., 39
Barbour, R.S., 89
Barlow, J., et al., 70
Baskerville, N.B., et al., 162–4, 169, 171
Bazeley, P., 86, 95–6, 99–100, 103, 139, 145, 149
belief systems, and pragmatism, 20–21
Belsey, J. and Snell, T., 14
Beringer, A.J., et al., 93–4
binary opposition, 19
Bijes, H., 19
bio-medical model of health care, 25
Bloom, W., 26
Bond, S., 20
Borkan, J.M., 161–2
Bottorf, J.L., et al., 176
Bowling, A., 14
Boyd, E., 183
Boyd, R. and Semmler, S., 183
Brannen, J., 7, 68–9, 79, 137
Brannen, J. and Nilsen, A., 79–80
Brett, J.A., et al., 169–71
Brewer, J. and Hunter, A., 93, 138
Britten, N., et al., 22
Bryans, A.N., 104
Bryman, A., 7, 85–7, 90, 135, 138–40, 142, 144–5
Bunn, H., et al., 105
Butow, P.N. and Lobb, E.A., 103
Campbell, N., et al., 47
Campbell, R., et al., 170–72
Caracelli, V. and Greene, J., 86, 104, 107, 109, 152
Carey, L.K., et al., 97
Carnwell, R., 106–107
Carnwell, R. and Daly, W.M., 57
Cartesian dualism, 16, 18, 19
catalytic validity, 131
Chaboyer, W., et al., 70
Chapman, J., 20
Chopra, D., 27
Chun, J. and Springer, D.W., 70
Classen, S. and Lopez, E.D.S., 201, 205
Cleary, M. and Edwards, C., 183
Clendon, J., 137
Clendon, J. and Krothe, J., 137
cluster analysis, 107
coded interview data, 106–107
transformation issues, 108–109
comprehensive work, 61–2
comparing data
for comparative and pattern analysis, 96–101
strategies and tools, 97–101
for synthesis, 93–6
complementarity designs, 90–91
Comte, A., 16
concept mapping, 107
concurrent designs, 40, 43–5, 154–5
confi rmability, 129
Connelly, L.M. et al., 60
construct validity, 125, 131
content validity, 124–5
contradictory results, 92–3
Cooper, J. and Hewison, A., 199
correspondence analysis, 107
Cottingham, J. et al., 18
counting methods, 102–4
Coxon, A.P. M., 86
Coyle, J. and Williams, B., 6, 70, 90, 112
Crabtree, B.F. and Miller, W.L., 168
Creswell, J.W., 14, 37, 86, 142–3, 162, 168
Creswell, J.W. and Plano Clark, V., 4, 52, 54, 104,
123, 126, 136, 139–40, 142–3, 162, 164–5, 172,
185, 195, 201, 203, 205, 207
Creswell, J.W. and Tashakkori, A., 135–6, 142–3
Creswell, J.W. et al., 34, 37–8, 40, 162–5
criterion-related validity, 125
critical/radical paradigms, 129–31
critiquing reports, 142–5
Curral, S.C. and Towler, A.J., 138
Currow, D.C. and Hegarty, M., 196
Curtis, S. et al., 77
Cutliffe, J.R. et al., 183
data analysis, 84–112
background and contexts, 84–5
philosophical approaches and assumptions, 87–8
planning, 76
role of interpretation, 111–12
strategies, 88–111
combining data for comparative and pattern analysis, 96–101
combining data types for synthesis, 93–6
separate data and analyses, 88–93
transforming data during analysis, 101–109
useful additional methodologies, 109–11
use of software for making comparisons, 99–101
data blending, 107
data collection, 67–80
general considerations, 68
methods, 46, 68–75
advantages and disadvantages, 69
focus groups, 72–3
interviews, 70–72
observations, 74–5
questionnaires, 73–4
need for refl ectivity, 80–81
practical issues, 75–80
planning analysis, 76
sampling, 77–8
timing, 75–6
standards and critiques, 143
see also validating mixed methods
data combining
for comparative and pattern analysis, 96–101
for synthesis, 93–6
data transformation
qualitising numerical data, 101–104
quantitising qualitative data, 104–107
databases and spreadsheets, 99
Davies, E. and Higginson, I., 196
Davis, M.S. and Miller, C.K., 73
Denzin, N.K. and Lincoln, Y.S., 170
Derrida, J., 19
Descartes, R., 16, 18
designs for mixed methods approaches, 39–45
concurrent nested, 40, 44
concurrent transformative, 40, 45
concurrent triangulation, 40, 43–4
sequential explanatory, 40, 41
study example (police referrals to a psychiatric facility), 181–92
sequential exploratory, 40, 42–3
sequential transformative, 40, 43
using reporting formats, 152–5
see also research design
development design methods, 91–2
DeVito Dabbs, A. et al., 89–90, 111
dissertations, 146–9
Donovan, J. et al., 162, 169–73
Duffy, M.E., 60
Eagar, K. et al., 207
Elliott, J., 165
Elliott, J., 102
empiricism, 16
Erzberger, C. and Kelle, U., 89, 93
ethics in research see research governance and ethics
evidence-based practice, 6, 23–5, 222–3
evolutionists, 16
expansion designs, 90–91
expert critique, 127
face validity, 124, 131
factor analysis, 107
Fielding, N.G. and Fielding, J.L., 87, 110, 111
financial considerations, 60–61
Fink, A., 73–4
Fisher, J.E., 183
Flemming, K., 6, 184, 218, 223
Fleming, K., 6, 184, 218, 223
Fleming, K., 6, 184, 218, 223
Flemming, K., 6, 184, 218, 223
Fleming, K., 6, 184, 218, 223
focus groups, 71, 73–4, 208–10
Fogarty, S., 19
Ford, R.T., 100–101
Foss, C. and Ellefsen, B., 70
Foster, R.L., 89
Frank-Stromborg, M. and Olsen, S.J., 13
Franz, M.-L., 27
Fry, A.J. et al., 183
functional status assessments, 42–3
Gage, N., 15
Galantino, M.L. et al., 73
Gamel, C. et al., 176
Giacomini, M.K. and Cook, D.J., 162
Gibson, G. et al., 165
Giddings, L.S., 122, 218
Giddings, L.S. and Grant, B.M., 10, 218
Giddings, L.S. and Williams, L.A., 122
Ginsburg, K.R. et al., 92
Glasson et al., 121
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>governance see research governance and ethics</td>
</tr>
<tr>
<td>Grant, B.M. and Giddings, L.S., 120, 123, 128–9, 132</td>
</tr>
<tr>
<td>Green, L.W. and Kreuter, M.W., 201</td>
</tr>
<tr>
<td>Greene, J.C., 218</td>
</tr>
<tr>
<td>Greene, J.C. and Caracelli, V.J., 165</td>
</tr>
<tr>
<td>Greene, J.C. et al., 52–3, 55, 86–7</td>
</tr>
<tr>
<td>Grof, S., 27</td>
</tr>
<tr>
<td>Grof, D. et al., 43</td>
</tr>
<tr>
<td>Guba, E.G. and Lincoln, Y.S., 15</td>
</tr>
<tr>
<td>guidelines, 62</td>
</tr>
<tr>
<td>Gulmans, J. et al., 47</td>
</tr>
<tr>
<td>Hakim, C., 33</td>
</tr>
<tr>
<td>Halcomb, E.J., 74, 76</td>
</tr>
<tr>
<td>Halcomb, E.J. and Davidson, P.M., 71</td>
</tr>
<tr>
<td>Halcomb, E.J. et al., 10, 54, 76</td>
</tr>
<tr>
<td>Halfpenny, P., 79</td>
</tr>
<tr>
<td>Hallum, L. and Henthorpe, K., 148</td>
</tr>
<tr>
<td>Hammersley, M., 79, 136, 140</td>
</tr>
<tr>
<td>Hansebo, G. and Kikløren, M., 176–7</td>
</tr>
<tr>
<td>Hanson, W.E. et al., 163</td>
</tr>
<tr>
<td>Happ, M.B. et al., 94, 101–2, 104, 110–11</td>
</tr>
<tr>
<td>Hapland, B., 182</td>
</tr>
<tr>
<td>Harden, A. and Thomas, J., 94–6</td>
</tr>
<tr>
<td>Harrison, A., 165</td>
</tr>
<tr>
<td>Hart, E. and Bond, M., 198–200</td>
</tr>
<tr>
<td>Hasson, H. et al., 54</td>
</tr>
<tr>
<td>Hawthorne effects, 125</td>
</tr>
<tr>
<td>health science research current trends, 6–7</td>
</tr>
<tr>
<td>key paradigm frameworks, 120–21</td>
</tr>
<tr>
<td>Heiddeger, M., 182, 186</td>
</tr>
<tr>
<td>Heisenberg, W., 27</td>
</tr>
<tr>
<td>hierarchies of knowledge, 19–20</td>
</tr>
<tr>
<td>Higgins, R. et al., 184</td>
</tr>
<tr>
<td>Hildebrandt, E. and Kelber, S.T., 93</td>
</tr>
<tr>
<td>Hitchcock, J.H. et al., 70</td>
</tr>
<tr>
<td>Holter, M.I. and Schwartz-Barcott, D., 202</td>
</tr>
<tr>
<td>Howarth, M.I. and Kneafsey, R., 70</td>
</tr>
<tr>
<td>Howe, K.R., 165</td>
</tr>
<tr>
<td>Human Research Ethics Committees, 8, 59</td>
</tr>
<tr>
<td>Hume, C. et al., 106</td>
</tr>
<tr>
<td>individualism, 20</td>
</tr>
<tr>
<td>integration of mixed methods, 38–9</td>
</tr>
<tr>
<td>and analysis, 85–7</td>
</tr>
<tr>
<td>critiquing, 143–5</td>
</tr>
<tr>
<td>study example, 204</td>
</tr>
<tr>
<td>interpretation and data analysis, 111–12</td>
</tr>
<tr>
<td>interpretivist/constructivist paradigms, 128–9</td>
</tr>
<tr>
<td>intervention trials, 161–77</td>
</tr>
<tr>
<td>background and contexts, 161–4</td>
</tr>
<tr>
<td>designs, 164–6</td>
</tr>
<tr>
<td>examples of qualitative data, 168–72</td>
</tr>
<tr>
<td>illustrated studies, 172–7</td>
</tr>
<tr>
<td>frameworks, 166–8</td>
</tr>
<tr>
<td>interviews, 70–72</td>
</tr>
<tr>
<td>semi-structured, 126</td>
</tr>
<tr>
<td>iterative analysis, 109–10</td>
</tr>
<tr>
<td>James, W., 18, 20–21</td>
</tr>
<tr>
<td>Jenkins, E. and Coffey, M., 184</td>
</tr>
<tr>
<td>Jick, T.D., 92</td>
</tr>
<tr>
<td>Johnson, B. and Onwuegbuzie, A.J., 38, 75, 202, 205</td>
</tr>
<tr>
<td>Johnstone, P.L., 135–6, 139, 148–9</td>
</tr>
<tr>
<td>Jones, A., 132</td>
</tr>
<tr>
<td>Jones, A. and Bugge, C., 91</td>
</tr>
<tr>
<td>Jordan, S. et al., 54, 70–72</td>
</tr>
<tr>
<td>journal publishing, 136–8</td>
</tr>
<tr>
<td>word limits, 142</td>
</tr>
<tr>
<td>Judd, F. et al., 74</td>
</tr>
<tr>
<td>Kane, M. and Trochim, W., 107, 111</td>
</tr>
<tr>
<td>Kanzaki, H. et al., 96</td>
</tr>
<tr>
<td>Kelle, U., 7</td>
</tr>
<tr>
<td>Kemper, E. et al., 77</td>
</tr>
<tr>
<td>Kemp, I.A., 108</td>
</tr>
<tr>
<td>Knaff, K.A. and Ayres, L., 99</td>
</tr>
<tr>
<td>Kneebone, P. et al., 183</td>
</tr>
<tr>
<td>known-group techniques, 125</td>
</tr>
<tr>
<td>Koch, T. and Kralik, D., 197, 211</td>
</tr>
<tr>
<td>Krueger, R.A. and Casey, M.A., 206</td>
</tr>
<tr>
<td>Kuckartz, U., 104</td>
</tr>
<tr>
<td>Kuhn, T., 17–18, 26</td>
</tr>
<tr>
<td>Kutner, J.S. et al., 163–4</td>
</tr>
<tr>
<td>language use, 139–40</td>
</tr>
<tr>
<td>Lather, P., 123, 130–3</td>
</tr>
<tr>
<td>Lee, S., 183</td>
</tr>
<tr>
<td>Leininger, M.M., 218</td>
</tr>
<tr>
<td>Lewin, K., 198</td>
</tr>
<tr>
<td>Lincoln, Y.S. and Guba, E.G., 24, 122</td>
</tr>
<tr>
<td>literature reviews, 56–8</td>
</tr>
<tr>
<td>and proposal development, 56–7</td>
</tr>
<tr>
<td>literature searches, 57–8</td>
</tr>
<tr>
<td>Louis, K.S., 104</td>
</tr>
<tr>
<td>Luck, L. et al., 74–5, 165</td>
</tr>
<tr>
<td>McAuley, C. et al., 44</td>
</tr>
<tr>
<td>McCann, T.V. and Clark, E., 183</td>
</tr>
<tr>
<td>McCouat, M. and Peile, C., 132</td>
</tr>
<tr>
<td>McEvoy, P. and Richards, D., 68</td>
</tr>
<tr>
<td>McIlvain, H.E. et al., 163–4</td>
</tr>
<tr>
<td>McKeon, C.M. et al., 90</td>
</tr>
<tr>
<td>McNeil, D.E. et al., 185</td>
</tr>
<tr>
<td>McVeA, K. et al., 163–4</td>
</tr>
<tr>
<td>Malterud, K., 162, 165, 168</td>
</tr>
<tr>
<td>Martin, L. et al., 70, 97</td>
</tr>
<tr>
<td>Marvel, M.K. et al., 165</td>
</tr>
<tr>
<td>materialism, 16</td>
</tr>
<tr>
<td>matrixes, 98, 190–91</td>
</tr>
<tr>
<td>Maxwell, J., 110</td>
</tr>
<tr>
<td>Maxwell, J. and Loomis, D., 86–7, 90</td>
</tr>
<tr>
<td>Mays, N. et al., 142</td>
</tr>
<tr>
<td>Meadows, G. et al., 183</td>
</tr>
<tr>
<td>measurement validity, 124–5</td>
</tr>
<tr>
<td>medical model of health care, 25</td>
</tr>
<tr>
<td>Meetoo, D. and Temple, B., 93</td>
</tr>
<tr>
<td>member checking, 127</td>
</tr>
<tr>
<td>mental health referral studies see police referrals to a psychiatric facility study</td>
</tr>
<tr>
<td>Mertens, D., 197, 202, 205–6, 220</td>
</tr>
<tr>
<td>meta-analysis, 94–6</td>
</tr>
<tr>
<td>‘methodology’, 10, 121</td>
</tr>
<tr>
<td>‘methods’, 10, 121</td>
</tr>
<tr>
<td>Meyer, J., 198–200</td>
</tr>
<tr>
<td>Miles, M.B. and Huberman, A.M., 88, 94, 98, 102, 110, 190</td>
</tr>
<tr>
<td>mind and matter, Newtonian – Cartesian paradigms, 18</td>
</tr>
<tr>
<td>mind – body continuum, 27</td>
</tr>
</tbody>
</table>
mixed methods research

background, 3–4
cf. ‘multimethod’ research, 10
drivers for implementation, 6–11
philosophical debates and influences, 13–27
data analysis, 84–112
role of interpretation, 111–12
strategies, 88–111
data collection, 46, 68–75
integration of methods, 38–9, 85–7
need for reflectivity, 80–81
design
future developments, 46–7
general considerations, 31–9
types, 39–45
ethical considerations, 58–9
future challenges, 217–23
intervention trials, 161–77
models, 150
potential applications, 36
in primary care, 162–4
proposal construction, 50–58
defining the research problem, 52
literature searches, 57–8
reasons for use, 52–5
reporting methods, 135–56
resource implications, 36, 59–62
study example (police referrals to a psychiatric facility), 181–92
team work, 61–2
training, 221–2
validation, 119–33
key paradigm frameworks, 120–21, 123–33
writing reports, 146–9
segregated and integrated models, 146–8
Moher, D. et al., 142
Morgan, D.L., 25, 38, 72, 88, 102, 204, 218, 220
Muncey, T., 19
Muncey, T. and Parker, A., 20
Murphy, K., 54
narrative descriptions, from numerical data, 102
Nastasi, B.K. et al., 36, 47
National Health and Medical Research Council (NHMRC), 6
negative case, 127
Neri, M.T. and Kroll, T., 41
Neri, M.T. et al., 42
Nettleton, S. and Watson, J., 20
Newman, I. et al., 33
Newtonian–Cartesian paradigm, 18
Nickel, B. et al., 92, 101
Niglas, K., 99, 102
NSW Mental Health Sentinel Events Review Committee, 182–4
numerical data, qualitising methods, 101–2
nursing research, current trends, 6–7
Nutting, P.A. et al., 163
NVivo software, 99–101, 103
observation methods, 71, 74–5
O’Campo, P. et al., 111
O’Cathain, A. et al., 136–7, 139, 143–4, 146–7, 150–3
Ong, B.N. et al., 100
Onwuegbuzie, A.J. and Leech, N.I., 52–3, 55
Onwuegbuzie, A.J. and Teddlie, C., 102
Ovretveit, J. and Gustafson, D., 211
Pallant, J., 207
paradigms, 17–19, 120–21, 139–40
critical/radical, 129–31
interpretivist/constructivist, 128–9
positivist/postpositivist, 123–7
poststructuralist/postmodern, 132–3
patient-centred approach, 22
Patton, M.Q., 121, 126
Peck, M. et al., 22
peer-reviewed publications, 149–52
Perraud, S. et al., 176–7
Pert, C., 27
Philips, J., 195
Philips, J. et al., 201, 206–8
philosophical debates (quantitative–qualitative methodologies), 7, 15–17
background to conflicts, 13–15
core paradigms, 17–19
influence of individualism, 20
knowledge hierarchies, 19–20
perspectives on health and disease, 25
popularity of evidence-based medicine, 23–5
pragmatism and problem solving, 20–21
research in action, 22, 25
Pill, R., 144
placebo effects, 125
planning stages (design), 34–6, 37–9
key considerations, 37
Plano Clark, V., 163
Plano Clark, V. and Creswell, J.W., 173–5
Pogrebin, M. and Poole, E., 182
police referrals to a psychiatric facility, 181–92
background, 182–4
data collection, 187–90
design choice, 185–6
design rationale, 184
discussion, 190–91
purpose of study, 184
study aims, 186–7
Polit, D.F. and Beck, C.T., 123, 211
political awareness, 8
positivism, 14–15, 16, 20
positivist/postpositivist paradigms, 123–7
poststructuralist/postmodern paradigms, 132–3
pragmatism, 20–21
presenting the research see reporting mixed methods projects
Priestley, M., 39
primary care, use of mixed design methods, 162–4
problem solving, and belief systems, 21
proposals see research proposals
publishing challenges, 136–8
Q-methodology, 109
QDA miner software, 106
qualitative–quantitative ‘paradigm wars’ see philosophical debates (qualitative–quantitative methodologies)

qualitising data, 101–104
quantitising data, 104–8
questionnaire use, 71, 73–4, 125–6
Quine, W., 21

R–PAC see Residential–Palliative Approach Competency (R–PAC) Project
Ragin, C., 109
randomised controlled trials (RCTs), 24, 25
readership and audiences, 140–41
Ream, E. et al., 70
Reason, P. and Bradbury, H., 195, 198, 211
Redfern, S.J. and Norman, I.J., 60–61
reflexivity
future challenges, 220
on researcher–researched relationships, 7–8
of self (researcher), 128–9
relevance, 127
reliability, 127
repertory grids, 109
report writing, 146–9
segregated and integrated models, 146–8
reporting mixed methods projects, 135–56
challenges, 136–42
authorship issues, 141
different audiences, 140–41
displaying credibility, 141
lack of templates, 136–8
ordering the presentation, 138–9
style, language and voice, 139–40
critiquing reports, 142–5
methods for different outputs, 145–55
peer-reviewed publications, 149–52
reporting different study designs, 152–5
reports and dissertations, 146–9
research design, 10–11
critiquing, 143
future challenges, 219–20
general considerations, 31–3
importance of the research question, 21
key elements, 33–4, 35
mixed methods approaches, 32
choice considerations, 37–9
future developments, 46
implementation sequences, 37–8
integration of Qual/Quant, 38–9
planning stages, 34–6
types of design, 39–45
research in action, 36, 41, 42, 43, 44, 45, 47
validity, 125
research development and innovation, 21–2
research governance and ethics, current formalisation trends, 8–9
research methodologies, hierarchical dominance, 14, 19–20
research problems
mixed methods design solutions, 52–5
statements, 55
research proposals, 51–8
framework and structure, 51–2
justifications for choice of design, 52–5
literature reviews and searches, 56–8
research purpose, 32, 33, 52–6
statements, 55–6
research question, 56, 126
influence on research design, 21, 35
study example, 203
research teams, capacity and resources, 61–2
research training, 221–2
research trends, 6–7
drivers for change, 7–11
researcher–researched relationships, reflexivity and sensitivity, 7–8
researchers
and reflexivity, 7–8, 128–9, 220
skills and qualities, 59–60
trustworthiness, 128–9
Residential–Palliative Approach Competency (R–PAC) Project, 195–213
design aims and rationale, 197
design overview, 200
methodological considerations, 201–205
phase-1 identifying priorities, 206–207
phase-2 developing and implementing the intervention, 207–208
phase-3 impact and new directions, 208–10
phase-4 measuring the impact, 210–11
phase-5 developing the model of care, 211–12
theoretical perspectives, 205–206
resource implications, 36, 59–62
financial considerations, 60–61
researcher skills 59–60
team capacity, 61–2
time factors, 60
Riegel, B. et al., 56
rigour, 121–3
Robinson, A., 198
Robson, C., 37
Rogers, A. et al., 162, 170–72, 175–6
Rolfe, G., 17, 19
Rorty, R., 140
Rose, N., 26
Rosenberg, J.P. and Yates, P.M., 45
Rossman, G.B. and Wilson, B.L., 218
Rumsey, N. et al., 126
Ryan, G.W. and Bernard, H.R., 107, 111
Sackett, D.L. et al., 14, 23
Sale, J.E.M. and Brazil, K., 142
sample size, 78
sampling methods, 77–8
guidelines, 77
Sandelowski, M., 89, 96, 102–103, 135–7, 139–41, 154, 162, 165–8
Sandelowski, M. et al., 94
Saussure, F., 19
Schön, D., 19
Schnijnemaekers, V.J.J. et al., 90–91
scientific knowledge, hierarchies, 19–20
Seale, C.F., 103
search strategies, for mixed methods research, 58
Select Committee on Mental Health, 182–3
self-reflexivity, 128–9, 220
semi-structured interviews, 126
sequential designs, 40, 41–3, 154
study example (police referrals to a psychiatric facility), 181–92
Shattell, M.M. et al., 183
Shilling, C., 20
Simons, L., 91
Sivesind, K., 109
Index

Smith, M.L., 111–12
Snowdon, C. et al., 170–71
software, for qualitative data analysis, 99–101, 106–107
spreadsheets and databases, 99
Spurrell, M. et al., 183
Stacey, D. et al., 73
Stange, K.C. et al., 136–8, 150, 161, 171
Steward, B., 57
Strasser, F. et al., 44
Street, A., 198, 206
style of presentation, 139–40
style of writing, 149
subjectivity, 26
systematic reviews, 94–6
Tashakkori, A. and Teddlie, C., 10, 14, 32, 74, 101, 104, 122, 168
test methods, 71
theses writing, 146–9
Thomas, R.M., 146
time factors, 60
Todd, Z. et al., 61
Tolson, D. et al., 98
Tolstoy, L., 17
Tonelli, M., 23
transferability, 127, 129
transforming data
key issues, 108–109
qualitising numerical data, 101–104
quantitising qualitative data, 104–107
triangulation, 89–90, 126, 164
trustworthiness
of researcher, 128–9
‘situated’, 130
Twinn, S., 61, 218
UK Clinical Research Collaboration (UKCRC), 22
unconscious mind, 27
validating mixed methods, 119–33
cf. ‘methodology’ and ‘methods’, 121
concepts of ‘vigour’, 121–3
key paradigm frameworks, 120–21
critical/radical strategies, 129–31
interpretivist/constructivist strategies, 128–9
positivist/postpositivist strategies, 123–7
poststructuralist/postmodern strategies, 132–3
‘validity’
as ‘framings’, 132–3
redefined, 130–31
van Manen, M., 186–8
Victor, C.R. et al., 169, 171–2, 174
visual display techniques, 110–11
Wagner, E.H. et al., 208
Waldrop, D.P., 10
Wallen, G.R. and Berger, A., 162, 165
Wandsworth, Y., 199, 201–202
Wasson, K., 196
Waterman, H.A. et al., 1989
Weber, M., 16–17
Weitz, R., 130
Wendler, M.C., 94
West, E. and Tulloch, M., 110
Whitley, R., 218
Whittemore, R. et al., 169, 171
Whyte, W.F. et al., 212
Williams, C.L. et al., 54
Williamson, G.R. and Prosser, S., 199
Wilson, T. et al., 211
Winter, R. and Munn-Giddings, C., 195, 198–9, 202
Wong, W., 138
word limits, 142
worldview see paradigms
writing reports and dissertations, 146–9
writing style, 149
Wrubel, J. et al., 105–106
Yin, R.K., 86