Index

abstract, 40, 325–326, 334
article, 325
thesis, 325
academic language, 7
acknowledgement, 326–327
action research (AR), 239–250, 308
assessment phase, 247
critical social theory, 241
definition of, 239–240
evaluation phase, 247
features of, 243–247
in healthcare, 242–243
implementation phase, 247
methodological continuum, 244–245
origins of, 240–241
planning phase, 247
practical steps, 246–247
preliminary stage, 247
problems and critique, 248–250
skills learning, 247
theory–practice gap, 242
trustworthiness, 247–248
aide memoire, 89
alternative explanations, 313
analysis driven purposeful sampling, 148
analysis of ethnographic studies, 170–171
analytic documents, 315
analytic memos, 290–291
analytic notes, 170
annotation, 296
anonymity, 59–60
Anschauung, 222
anthropologists, 153, 160
appendices, 323, 333–334
appraisal, 212, 334
appropriateness, 51
articles, 336–338
abstract for, 325
for academic colleagues, 337
for lay readers, 338
for practitioners, 337
for students, 338
assessment, 247
assumption, 322
audit/decision trail, 315, 342
auditability, 210
authenticity, 120, 304, 310, 323
catalytic, 310
educative, 310
of narratives, 213
ontological, 310
tactical, 310
autobiographical stories, 204–205
auto-ethnography, 162, 163
autonomy, respect for, 53, 66
awareness context, 187
axial coding, 186
beneficence, 53, 67
between-method triangulation, 314
bias, 23, 94, 120, 133
biographical disruption, 208
biographical stories, 204
blue skies research, 242
 bracketing, 222, 227
CAQDAS, 296
caregiver narratives, 202
case studies, 254–256
  features and purpose, 254–256
  overview, 253–254
case study research (CSR), 253–256
catalytic authenticity, 310
categorising, 185–187, 292–294, 300
causality, 187
censoring, 135
chain referral sampling, 145
Chicago School of Sociology, 160
clusters of themes, 234
codes, 294
  in vivo, 292
coding, 185–187, 292–294
  axial coding, 186
  for descriptive labels, 174
  initial/open, 292
  line-by-line, 292
  selective coding, 188
  theoretical coding, 187
coherence, 17
collaboration, 295
collective stories, 205
community action, 245
community based analysis, 245
complete observer, 113
complete participant, 112
computer-aided data analysis, 301
  advantages, 299–300
  approaches, 298
  diagrams, 298
  identifying data units, 297–298
  locating words, phrases and data
    segments, 297
  naming/labelling, 297
  practicalities, 298–299
  problems and critique, 300–301
  reasons for, 296–297
  software, 296
  sorting and organising, 297
  storing, annotating and retrieving
    texts, 297
see also qualitative data analysis
computer-mediated
  communication, 101
costings, 44
costs, 44
critical action research, 247
critical ethnography, 162
critical incident technique (CIT), 259
critical subjectivity, 9
critical theory, 12
critical assessment, 334
critical ethnography, 162–163
critical incident technique, 259
  process of, 260–261
critical social theory, 241
critical subjectivity, 9
critical theory, 27
critical validity, 248
cultural stories, 205
cultural strangers, 160, 170
culture, 160–161
  immersion in, 108–109
Cumulative Index of Nursing and Allied Health Literature (CINAHL), 137

*Dasein*, 223, 226
data, 188
  documentary sources, 118–121
  focus group, 131–132
  horizontal pass, 291
  images, 121–122
  primacy of, 4
  too much, 12
  vertical pass, 291
data analysis, 43, 287–301, 329, 335
  coding and categorising, 185–187, 292–294
  collaboration, 295
  computer-aided, 295–296
  grounded theory, 179
  ordering and organising, 291
  phenomenological studies, 235
  process, 235
  qualitative, 287
  qualitative data analysis, 287
  styles of, 292
  transcribing and sorting, 288–289
data collection, 32, 43, 266
  ethnographic studies, 171
  grounded theory, 179
  phenomenological studies, 235
data protection, 68, 69
data recording, 290
  note-taking, 96, 98
  tape-recording, 62
data saturation, 152
data segments, location of, 297
data sorting, 297
data triangulation, 314
data units, identification of, 297
Declarition of Helsinki, 52, 54
dedication, 326
deduction, 13, 23, 181, 193
delimitations, 43
dependability, 304, 309
Descartes, 221
description, 22, 328
  ethnographic studies, 171
descriptive ethnography, 162
descriptive observation, 114
descriptive phenomenology, 220, 225
descriptive QDA, 298
descriptive qualitative ethnography, 161
design, 253, 259
deviant case sampling, 293, 313
Dewey, John, 274
diagrams, 298
dialectical validity, 247
dialogical phenomenology, 126
dialogic analysis, 212
diaries, 119
dimensions, 109
discourse analysis (DA), 256–259, 261, 262
discursive deconstruction, 10
discussion, 329–330
dissemination
  of research, 338
  of results, 44–45
documentary sources, 118–121
  open-archival, 119
  open-published, 119
  personal response, 315
  primary documents, 118
  representativeness, 120
  secondary documents, 118
discursive deconstruction, 10
dross rate, 90
dual role of health professionals, 63
dualism, 221
Duquesne school of
  phenomenology, 225
Dutch school of phenomenology, 225
Index

e-mail, 100
addresses, 78
educative authenticity, 310
electronic media, 100, 103
online research and e-mail, 103
telephone interviews, 100, 102
emancipatory knowledge, 241
emerging categories, 192
emic perspective, 6–7
ethnographic studies, 153, 170
‘emotionalism’, 16
empathetic understanding, 6
empathic listening, 203
enhancement approach, 245
entry issues, 328
epistemology, 21
epoch e, 222, 227
ethical framework, 52–55
ethical issues, 13, 51–69
anonymity and confidentiality, 59–60
beneficence, 53, 67
confidentiality, 53, 59, 67
informed consent, 57–59, 66–68
interviews, 56, 102
justice, 53, 67, 69
nonmaleficence, 53, 67
peer research, 61–62
research with patients, 55–61
research proposal, 39
research relationship, 62–63
respect for autonomy, 53, 66
voluntary participation, 57–59
workplace research, 64
ethics checklist
audiotaped interviews, 66
observation studies, 68
ethics in practice, 65
ethics, for health professionals/researchers, 52
ethics in practice, 65
ethnic group/belief, 9
ethnographers, 15
ethnographic methods, 163
ethnographic research, 171
ethnographic studies, 159–175
analysis, 172
steps in, 173–174
analytic notes, 170–171
autoethnography, 163
critical, 162
culture, 160–161
data collection, 165–166
description, 172
descriptive/conventional, 162
emic-etic dimension, 167–169
fieldnotes, 170
fieldwork, 169–170
in healthcare, 163–164
history, 166
interpretation, 172
key informants and settings, 166–167
macro-ethnography, 171
micro-ethnography, 171
pitfalls and problems, 175
thick description, 166
ethnographies, 164
ethnmethodology, 257
ethn nursing, 163
etic perspective, 7, 167
ethnographic studies, 170
evaluation, 247
everyday stories, 204
evidence-based practice, 14
exclusion criteria, 149
exhaustive description, 37, 42
existence, 226
existentialism, 226
existentialist phenomenology, 220
existentialist research, 224
experience, 91
language of, 226–229
explanatory power, 190
exploratory questions, 93
extreme case selection, 149
external validity, 306–307
extreme case selection, 148
fairness, 310
falsifiability, 23
feasibility, 40, 44
feedback, 311
feeling, 91
feminist theory, 12
fidelity, 54
field, 336
fieldnotes, 117, 336
  ethnographic studies, 170
grounding theory, 191
fieldwork, 169–170
  ethnographic studies, 170–171
films, 121
final note, 341–342
first person, use of in write-ups, 322–323
first-hand experience, 169
flexibility, 17
focus, 109–111
focused ethnographies, 171
focus groups, 125–137
  advantages and limitations, 135–136
critical comments, 136–137
data analysis/reporting, 133–134
definition of, 125
interviews, 131–133
  interviewer involvement, 132–133
origin and purpose, 127–128
sample size and composition, 128–131
focused interview, 90
focus group members, 128
format of report, 323
formulated meanings, 234
Foucauldian discourse, 264
Foucault, Michel, 264
Frankfurt School, 27
functionalism, 221
funnelling, 191
fusion of horizons, 231

Gadamer, Hans Georg, 223
Garfinkel, Harold, 257
gatekeepers, 46–48, 64
generalisability, 306–307
generational erosion, 191
*Gestalt*, 205, 233, 290, 293
Glaser, Barney, 179, 295

grand-tour observation, 115
grand-tour questions, 91
grounded theory (GT), 15, 126, 179–195, 287, 328
  constant comparison, 188
constructivist, 194–195
core category, 188
data analysis, 185–187
data collection, 182–183
features of, 181–182
fieldnotes, 190–191
further development, 192–194
history and origin, 179–180
integration of, 190
literature sources, 188–190
memos, 190–191
pitfalls and problems, 191–192
symbolic interactionism, 180–181
theoretical sampling, 148, 184–185
theoretical sensitivity, 183–184
grounding, 226

Habermas, Jurgen, 241
health professionals, 13
health research narratives, 200–204
Heidegger, Martin, 219, 221, 222
  *Being and Time*, 223
  *Dasein*, 223, 226
hermeneutic circle, 231
hermeneutic phenomenology, 220
hermeneutic research, 230–231
hermeneutics, 223–226
heterogeneous sampling, 146
holistic analysis, 210–211
homogeneity 135
homogeneous sampling, 145–146
horizontal passes, 291
humanisation, 226–229
Husserl, Edmund, 219–221
HyperResearch, 296
hypothesis, 23, 181, 187
idealist, 221
identity, non-disclosure of, 60
idiographic methods, 25
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>questions</td>
<td>91</td>
</tr>
<tr>
<td>technical</td>
<td>241</td>
</tr>
<tr>
<td>labelling</td>
<td>297</td>
</tr>
<tr>
<td>Labov/Waletzky structural analysis</td>
<td>211–212</td>
</tr>
<tr>
<td>landmark studies</td>
<td>42</td>
</tr>
<tr>
<td>language of experience</td>
<td>226–229</td>
</tr>
<tr>
<td>language oriented QDA</td>
<td>298</td>
</tr>
<tr>
<td>language skills</td>
<td>94</td>
</tr>
<tr>
<td>learning the job</td>
<td>7</td>
</tr>
<tr>
<td>Lebenswelt</td>
<td>222</td>
</tr>
<tr>
<td>Lewin, Kurt</td>
<td>243</td>
</tr>
<tr>
<td>lifeworld</td>
<td>222, 225</td>
</tr>
<tr>
<td>limitations of study</td>
<td>43</td>
</tr>
<tr>
<td>line-by-line coding</td>
<td>292–293</td>
</tr>
<tr>
<td>in vivo codes</td>
<td>292–293</td>
</tr>
<tr>
<td>literature review</td>
<td>36–39</td>
</tr>
<tr>
<td>in grounded theory</td>
<td>189</td>
</tr>
<tr>
<td>mixed methods design</td>
<td>279</td>
</tr>
<tr>
<td>practicalities</td>
<td>39</td>
</tr>
<tr>
<td>in qualitative research</td>
<td>37–39</td>
</tr>
<tr>
<td>lived experience</td>
<td>219, 221, 222, 226, 230</td>
</tr>
<tr>
<td>logical behaviourism</td>
<td>221</td>
</tr>
<tr>
<td>macro-ethnography</td>
<td>171</td>
</tr>
<tr>
<td>macro/micro study</td>
<td>5</td>
</tr>
<tr>
<td>Mapping the scene</td>
<td>108</td>
</tr>
<tr>
<td>Marcel, Gabriel</td>
<td>224</td>
</tr>
<tr>
<td>masters degrees</td>
<td>79</td>
</tr>
<tr>
<td>materialism</td>
<td>221</td>
</tr>
<tr>
<td>maximum variation sampling</td>
<td>146</td>
</tr>
<tr>
<td>Mead, George Herbert</td>
<td>25</td>
</tr>
<tr>
<td>Mead, Margaret</td>
<td>153</td>
</tr>
<tr>
<td>meaning</td>
<td>120</td>
</tr>
<tr>
<td>member checking</td>
<td>311–313</td>
</tr>
<tr>
<td>member validation</td>
<td>311</td>
</tr>
<tr>
<td>memoing</td>
<td>288</td>
</tr>
<tr>
<td>analytic memos</td>
<td>290</td>
</tr>
<tr>
<td>Merleau-Ponty, Maurice</td>
<td>220, 224</td>
</tr>
<tr>
<td>method slurring</td>
<td>17, 191, 228</td>
</tr>
<tr>
<td>Methodenstreit</td>
<td>25</td>
</tr>
<tr>
<td>methodolatry</td>
<td>16</td>
</tr>
<tr>
<td>methodological documents</td>
<td>315</td>
</tr>
<tr>
<td>methodological transgression</td>
<td>192</td>
</tr>
<tr>
<td>methodological triangulation</td>
<td>280, 314</td>
</tr>
<tr>
<td>methodology</td>
<td>21, 42–43, 328–339</td>
</tr>
<tr>
<td>data analysis see data analysis</td>
<td></td>
</tr>
<tr>
<td>description and justification</td>
<td>328</td>
</tr>
<tr>
<td>sample and setting</td>
<td>328–329</td>
</tr>
<tr>
<td>techniques and procedures</td>
<td>329</td>
</tr>
<tr>
<td>trustworthiness see trustworthiness methods</td>
<td>21</td>
</tr>
<tr>
<td>micro-ethnography</td>
<td>171–172</td>
</tr>
<tr>
<td>mind–body relationship</td>
<td>221</td>
</tr>
<tr>
<td>mini-tour observation</td>
<td>115</td>
</tr>
<tr>
<td>mini-tour questions</td>
<td>91</td>
</tr>
<tr>
<td>mixed methodologies</td>
<td>274</td>
</tr>
<tr>
<td>mixed methods research</td>
<td>273–281</td>
</tr>
<tr>
<td>concurrent nested strategy</td>
<td>278</td>
</tr>
<tr>
<td>concurrent triangulation strategies</td>
<td>277</td>
</tr>
<tr>
<td>critique</td>
<td>280–281</td>
</tr>
<tr>
<td>doing</td>
<td>275</td>
</tr>
<tr>
<td>literature review</td>
<td>279–280</td>
</tr>
<tr>
<td>nature of</td>
<td>273–274</td>
</tr>
<tr>
<td>pragmatism</td>
<td>274–275</td>
</tr>
<tr>
<td>process</td>
<td>278–279</td>
</tr>
<tr>
<td>sequential explanatory design</td>
<td>276</td>
</tr>
<tr>
<td>sequential exploratory design</td>
<td>277</td>
</tr>
<tr>
<td>sequential transformative/concurrent transformative design</td>
<td>277</td>
</tr>
<tr>
<td>triangulation</td>
<td>277</td>
</tr>
<tr>
<td>MPhil</td>
<td>79</td>
</tr>
<tr>
<td>MSN Messenger</td>
<td>102</td>
</tr>
<tr>
<td>mutual collaboration</td>
<td>10</td>
</tr>
<tr>
<td>naming</td>
<td>297</td>
</tr>
<tr>
<td>narrative analysis</td>
<td>15, 210–213</td>
</tr>
<tr>
<td>dialogic/performance</td>
<td>212</td>
</tr>
<tr>
<td>problems of</td>
<td>213–214</td>
</tr>
<tr>
<td>structural</td>
<td>211–212</td>
</tr>
<tr>
<td>thematic/holistic</td>
<td>210–211</td>
</tr>
<tr>
<td>visual</td>
<td>212–213</td>
</tr>
<tr>
<td>narrative inquiry see narrative analysis</td>
<td></td>
</tr>
<tr>
<td>narrative interviewing</td>
<td>208–209</td>
</tr>
<tr>
<td>narrative research</td>
<td>200–204</td>
</tr>
<tr>
<td>health-related</td>
<td>200–204</td>
</tr>
<tr>
<td>narratives</td>
<td>199–200</td>
</tr>
<tr>
<td>authenticity</td>
<td>310</td>
</tr>
<tr>
<td>autobiographical stories</td>
<td>204–205</td>
</tr>
</tbody>
</table>
narratives (continued)
- biographical stories, 204–205
- caregivers, 202
- chaos, 207–208
- cultural, 205
- everyday, 204
- illness, 205–207
- truth of, 206, 209, 213
- types of, 203–208

natural science model, 22–23

naturalistic sampling, 150

negative cases, 313

nested design, 278

nonmaleficence, 53

nomothetic methods, 25

non-Foucauldian discourse, 264

nonmaleficence, 53, 67, 69

note taking, 98

Nuremberg Code, 52

nurse ethnographers, 163

objectivity, 22–23, 307–308

observation, 57. see also participant observation

observer effect see interviewer effect

observers
- complete, 113
- as participants, 112–113

one-to-one interviews, 126

online research, 100–102

ontological authenticity, 310

ontology, 21

open coding, 293

open-archival documents, 119

open-published documents, 119

opportunistic sampling, 147. see also convenience (opportunistic) sampling

ordering data, 291–292

organising data, 291–292, 297

paradigm shift, 24–25

paradigms, 22–25

interpretive/descriptive approach, 25–26

postmodernism and social constructionism, 26–27

paradigm wars, 21

participant information sheet, 60–62, 66

participant observation, 56–57, 107–108

and clinical practice, 107

ethical issues, 113–114

ethics checklist, 66–67

ethnographic studies, 168

examples, 110

grand-tour, 115

mini-tour, 115

origins of, 108

practical hints, 117–118

problems of, 116

process, 115–116

progression, 114–115

technical procedures, 117–118

types of, 111–113

complete observer, 113

complete participant, 112

observer as participant, 113

participant as observer, 112–113

participants, 5, 6, 151

complete, 112

interviews, 98–99

as observers, 112–113

participatory action research, 240, 245

patients

narratives, 200–204

research with, 55–57

peer interviews, 98–99

peer research, 62

peer review, 313–314

Peirce, Charles, 274

performance analysis, 212

performative social science, 265–266

personal response documents, 315

personhood, 223

PhD, 79

phenomenological analysis, 229

data collection and analysis, 232–235

phenomenological approach, 15

phenomenological interviews, 95

phenomenological reduction, 95

phenomenology, 17, 26, 219–235
data collection/analysis, 232–235
descriptive, 220, 230–232
Duquesne School, 225
Dutch school, 225
existentialist, 220
grounding, 226
and health research, 229–230
hermeneutic, 220
humanisation, 226–229
intentionality, 220–224
interpretive, 230–232
language of experience, 226–229
phases and history, 221–224
  French phase, 224
  German phase, 221–224
reflexivity and positional knowledge, 226
schools of, 225
topics for research, 229–230
phenomenon, 15, 16, 26, 27, 87
pilot study, 88
planning, 246
positional knowledge, 226
positivism, 22–23, 28
postmodernism, 26–27
practical knowledge, 242
pragmatism, 274–275
premature closure, 191, 294–295
presenting research, performance-based modes of, 266
primacy of data, 4
primary documents, 118
privacy, 54, 67
problem statement, 41
procedural ethics, 65
progressive focusing see funnelling proposition, 181, 187, 298
protocols, 234
pseudonym, 289, 291, 333
publishing/presenting, 335–338
  alternative forms, 338
  articles, 336–338
  books, 336
purposeful (purposive) sampling, 143–145
  analysis driven, 148
QDA see qualitative data analysis
qualitative data analysis (QDA), 133, 287–288
collaboration, 295
descriptive/interpretive, 298
inferential leaps and ‘premature closure’, 294–295
language oriented, 298
theory building, 298
see also computer-aided data analysis
qualitative inquiry, 4
qualitative interviewing, 95
qualitative research, 3–17
  approach to, 26–27, 182, 184
  definition of, 107, 108
  features of, 3–10
  immersion in setting, 5–6, 316
  ontological position, 21–23
  place of, 21–29
  primacy of data, 4
  problems of, 15–17
  lack of methodological knowledge, 15
  method slurring, 17
  methodolatry, 16
  romanticism and ‘emotionalism’, 16–17
  research relationship, 8, 26, 62–66
  theoretical frameworks, 21–23
  theory, 10–12
  usefulness of, 12–14
quality, 303–308
  and creativity, 316–317
  external validity, 306–307
  generalisability, 306–307
  objectivity, 22–23, 307
  reliability, 304–305
  rigour, 304
  validity, 248, 305–306
qualitative researchers, 35
sampling strategies of, 143
qualitative research
  culture, 51
  in healthcare, 12–14
  vs. quantitative research, 11
quantitative research 11, 22, 24, 28, 34, 35, 143, 256, 341
quest narrative, 207–208
questions, 91–93
e xplo ratory, 93
grand-tour, 91
mini-tour, 91
quotations
from interviews, 330–331
from literature, 331
rapport, 8, 63, 114
rationale, 40–41, 125, 279, 315, 322
reactivity, 45, 104, 311
real-life settings, 5
references, 44, 333
reflections, 332–333
reflexive validity, 248
reflexivity, 9–10, 226, 316, 332–333
relevance, 33, 305
reliability, 304–305
representativeness, 120
report format, 323
research accounts, 321–322
publishing and presenting, 335–338
see also writing up
research aim, 41–42
research design, 35–36, 328
research ethics committees (RECs), 46, 54, 65–69
reviewing research project, 66
Research Governance Framework for Health and Social Care, 54
research process, 31–48
research proposal, 39–45
abstract, 40
context and setting, 41
data analysis, 43
data collection, 32, 43
dissemination, 44–45
ethical/entry issues, 43
introduction, 40
limitations of study, 43
literature review, 36–39, 42
methodology, 16, 21, 42–43
problem statement and rationale, 40–41
references, 44
research aim, 41–42
resources, 42
sample selection, 43
structure of, 40
study design, 35–36, 42–43
timetable and costing, 44
working title, 40
research question, 31–37
feasibility, 44
interest, 34–35
practical issues, 35
relevance/appropriateness, 33–34
study design, 35–36
research relationship, 8, 62–63
resources, 42
respondents, 152
restitution narrative, 207
restricted documents, 119
results, 329–331
review of research projects, 66
ethics checklist
audiotaped interviews, 66–68
observation studies, 68–69
Ricoeur, Paul, 224
rigour, 304
romanticism, 16–17
safety of researchers, 68
sample, 128, 328–329
composition, 128–131
selection, 43
size, 128–131, 151–152
sampling, 141–153
chain referral, 147
convenience (opportunistic), 147
criterion-based, 141, 148
decisions, 141–143
deviant case, 149
extreme case selection, 149
heterogeneous, 146
homogeneous, 145–146
inclusion and exclusion criteria, 149–150
maximum variation, 147–148
parameters, 150
purposeful (purposive), 143–144
sample size, 151–152
snowball, 147
theoretical, 148, 183–185, 329
total population, 146–147
typical case selection, 149
unique cases, 149
Sartre, Jean-Paul, 220, 224
saturation, 150–151
semi-structured interviews, 90–91
sense of aliveness, 330
sequential explanatory design, 276
sequential exploratory design, 277
sequential transformative strategy, 277
serendipity, 116, 130
setting, 41, 328–329
access and entry to, 45–46
choice of, 46
ethnographic studies, 36, 150
and focus, 109–111
gatekeepers, 46–48
immersion in, 108–109
sexually transmitted diseases, 147
shared ownership, 245
significant others, 181
significant statements, extraction of, 234
site selection, 150
skills learning, 247
snowball sampling, 147
social anthropology, 160–161
social constructionism, 26–27, 266
social context of interviews, 94–95
social critique, 10
social inquiry, 21, 29
social scientists, 21
sorting, 288–289
status passage, 190
story-telling, 199–200. see also narratives
storyline, 34, 44, 134, 329–330
Strauss, Anselm, 179
structural analysis, 211–212
structured interviews, 91
students, responsibilities of, 74–77
study design, 35–36, 42
subjectivity, 28, 63, 307–308
subjects, 52, 200
supervision, 73–82
academic problems, 81–82
final notes, 82
practical aspects, 77–78
problems with, 80–81
single vs joint, 79–80
writing and relationships, 76–77
supervisors, 73
relationships with, 76–77
responsibilities of, 74–76, 78
symbolic interactionism, 12, 179–181
table of contents, 327
	tabula rasa, 98
tacit knowledge, 167, 257
tactical authenticity, 310
digital-recording interviews, 96–98
Tavistock Institute of Human Relations, 240
technical knowledge, 117
telephone interviews, 102
telephone numbers, 78
temporality, 223
thematic analysis, 210–211
data analysis, 294
theoretical frameworks, 21–23
theoretical sampling, 148, 184–185, 329
theoretical saturation, 152, 185
theoretical sensitivity, 183–184
theoretical triangulation, 314
time, 184
timetable, 44
title, 324
working, 40
total population sampling, 146–147
transcription, 136, 288–289
   Jefferson system, 289
transferability, 304, 309
triangulation, 115, 280, 314–315
   between-method, 314
   concurrent, 277
data, 314
   investigator, 314
   methodological, 315
   theoretical, 314
   within-method, 315
trustworthiness, 303, 304, 309–310, 319
   strategies to ensure, 310–317
truth, 104, 206, 209, 213
   intersubjective, 308
   truth value, 303
typical case selection, 149
typology, 174, 293

understanding, 21, 25, 32, 126
unique cases, 149
units of meaning, 293
unsolicited diaries, 120
unstructured interviews, 88–90

validation, 311, 333
validity, 247, 305–306
   dialectical, 247
   external, 306–307
   internal, 305–306
   in qualitative research, 308
value neutrality, 22–23
veracity, 53
verification, 187, 193

Verstehen, 25
vertical passes, 291
videos, 121–122
visual analysis, 212–213
voluntary participation, 45, 57–59

Weber, Max, 25
Weber’s Verstehen approach, 25
‘what’ questions, 114
‘when’ questions, 115
‘where’ questions, 114
‘who’ questions, 113
‘why’ questions, 115
within-method triangulation, 103, 315
working title, 40
workplace research, 64
writing up, 67, 74, 76, 321–338
   abstract, 40, 325–326
   acknowledgement and
dedication, 323, 326–327
   appendices, 333
   conclusions and implications, 335
   entry issues and ethical
   considerations, 323, 328
   format of report, 323–324
   introduction, 40, 327–328
   methodology and research
   design, 328–329
   references, 44, 333
   research account, 321–322
   results and discussion, 329–330
   table of contents, 323, 327
   title, 324–325
   use of first person, 322–323