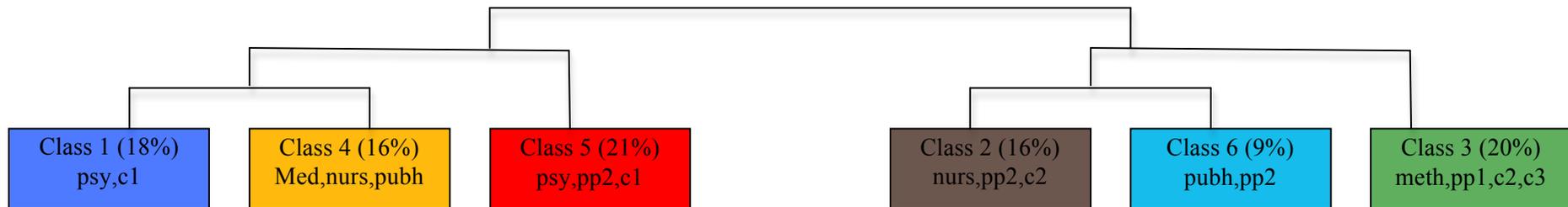


**Alceste report**  
**02.07.2012**  
**67% classified**



	Class 1 (18%) psy,c1	Class 4 (16%) Med,nurs,pubh	Class 5 (21%) psy,pp2,c1	Class 2 (16%) nurs,pp2,c2	Class 6 (9%) pubh,pp2	Class 3 (20%) meth,pp1,c2,c3
<b>Presence</b>	Experience (94) Personal (60) Meanings (59) Cultural (53) Interpret (53) Effect (52) Self (50)	Practice (120) Knowledge (70) Qual research (61) Exist (59) Discipline (59) Contribut (55) Health (50)	Triangul (261) Valid (140) Check (121) Multiple (120) Consist (102) Member (101) Establish (97)	Literature (196) State (139) Clear (126) Conceptual (83) Aim (82) Framework (82) Question (81)	Sample (721) Select (303) Sampling (202) Size (176) Inclusion (160) Purposive (148) Case (140)	Record (178) Data (154) Interview (137) Note (135) Document (124) Collect (101) Consent (88)
<b>Absence</b>	Study (-34) Method (-34) Sample (-26) Triangul (-22) Sampling (-19) Purpose (-18) Qualitative (-16)	Data (-68) Particip (-25) Collect (-22) Interview (-17) Sample (-16) Observ (-13) Triangul (-13)	Question (-28) Study (-25) Describe (-25) Select (-19) Sample (-18) Literature (-17) Knowledge (-12)	Particip (-28) Observ (-19) Valid (-17) Sample (-16) Interpret (-15) Triangul (-14) Record (-11)	Valid (-16) Interpret (-13) Research (-8) Triangul (-8) Interview (-8) Process (-7) Observ (-7)	Valid (-30) Theor (-27) Criter (-20) Knowledge (-14) Cred (-14) Value (-14) Context (-13)
<b>Authors</b>	Stiles (110) Angen (76) Yardley (53) Altheide (32) Leininger (27)	Gomez (40) Rogers (21) Stige (19) Lingard (15) Emden (15)	Guba (86) McBrien (57) Murphy (50) Tobin (39) Greenfield (39)	Hoddinott (32) Kneale (32) Sandelowski (24) Walsh (20) Ryan (15)	HCPRDU (21) Boulton (16) Russell (13) Lewis (12) Spencer (12)	Plochg (140) Sandelowski (61) Flick (43) Sharts (11) Kisely (11)
<b>Contents</b>	cridq (33) thedet (10) crigq (9) chgen (7)	chdet (19) thegen (11) cogen (9) cogen (6)	crigen (65) chgen (41) cridq (24) redet (8)	crigq (24) crigq (19) codet (17) cogen (11)	cridet (32) codet (19) regen (8) cridet (6)	codet (73) redet (27) crigq (22) chgen (15)

chgen (4)

redet (5)

cogen (7)

redet (10)

crigq (6)

codet (9)

Classe 1 (18%)  
psy,c1

highlight words come from a different class

### Experience (94) (experience 41x; experienced 3x; experiences 21x)

<p>uce n° 2462 Khi2 = 30 uci n° 119 : *aut_Yardley *year_2000 *clas_psy *c1_crigq *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_16 *scatlev_1 *epi_c2 *K_1          (it) follows (that) since (discourse), ideas and (beliefs) are (an) intrinsic (part) of (our) (<b>experience</b>) of health and (illness), then (this) (<b>experience</b>) can be substantially altered (by) (research) (which) contributes to a (change) in the (way) (we) (think) or (talk) (about) health.</p>
<p>uce n° 2400 Khi2 = 24 uci n° 117 : *aut_Whitemor *year_2001 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_13 *catlev_4 *scat_37 *scatlev_2 *epi_c2 *K_5          the need for assurance (that) (interpretations) are trustworthy and (reveal) some truth external to the (investigators) (<b>experience</b>). (authenticity:) involves the portrayal of (research) (that) (reflects) the (meanings) and (<b>experiences</b>) (that) are (lived) and (perceived) (by) the participants.</p>
<p>uce n° 2476 Khi2 = 24 uci n° 120 : *aut_Yardley *year_2008 *clas_meth *c1_cridq *c2_redet *c3_0 *c4_0 *cat_9 *catlev_2 *scat_22 *scatlev_2 *epi_c2 *K_1  <b>qualitative research</b> relies on the (capacity) to (evoke) (imaginative) (<b>experience</b>) and (reveal) new (meanings); (it) (is) constantly evolving and <b>qualitative researchers</b> should be flexible and creative in the (way) (that) (they) (carry) (out) (research)</p>
<p>uce n° 1444 Khi2 = 22 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5          (because) the (researcher) (is) the (instrument) in qualitative inquiry, a qualitative report must include information (about) the (researcher). (<b>experience</b>), (training), perspective: (personal) (preparation), both mental and (physical), (that) (affects) (perceptions) (about) the quality of the study ;</p>
<p>uce n° 2133 Khi2 = 22 uci n° 108 : *aut_Stiles *year_1999 *clas_psy *c1_crigq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_3 *scat_16 *scatlev_2 *epi_pp2 *K_1          did (they) (reveal) fresh and (deeper) material? (catalytic) <b>validity</b>: did the (research) process reorient, focus, and energise participants? A catalytically <b>valid</b> (interpretation) (produces) (change) or (growth) in the people (whose) (<b>experience</b>) (is) (being) described;</p>
<p>uce n° 795 Khi2 = 18 uci n° 45 : *aut_Greenhal *year_2008 *clas_med *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_7 *catlev_2 *scat_18 *scatlev_1 *epi_pp1 *K_3          including choice of (instruments) or tools, (<b>experience</b>), and (training) and supervision of (research) (staff), the rigour and (transparency) of the analysis, including the (coherence) of the theoretical <b>framework</b> and (an) (identifiable) unit of analysis,</p>

### Personal (60) (personal 28x; personally 2x)

<p>uce n° 48 Khi2 = 30 uci n° 2 : *aut_Angen *year_2000 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_3 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_1          the (researcher) in the (interpretive) approach (is) the (instrument) through (which) the (topic) (is) (revealed). (this) (requires) (researchers) to (have) (an) intense (<b>personal</b>) involvement in the process and (an) (ability) to (minimize) the distance between the (self) and (others),</p>
<p>uce n° 2153 Khi2 = 26 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1          qualitative (investigators) often address (topics) (that) are (<b>personally</b>) significant and (thus) involve (them) in (self) examination, significant (<b>personal</b>) learning, and (change); these (processes) are (shared) with the (readers), (as) (they) (constitute) a (part) of the meaning of the study (s) observations and (interpretations).</p>
<p>uce n° 1464 Khi2 = 24 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5          (changes) in the fieldworker, the (measuring) (instrument), during the course of the <b>data</b> collection or analysis, (that) (is), (instrumentation) (effects:) a participant observer (goes) native and (is) absorbed into the local (culture) or (becomes) (<b>personally</b>) involved with programme participants or (staff) in (ways) (that) (affect) (their) (own) attitudes and (behaviours)</p>
<p>uce n° 39 Khi2 = 23 uci n° 2 : *aut_Angen *year_2000 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_3 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_1</p>

(accounts) of how (self) (reflectivity), prior (research), and (popular) and (**personal**) (understandings/) (affect) the prejudgments of the (researcher) (also) increase the substantive/ **validation** of the work.

uce n° 1444 Khi2 = 22 uci n° 80 : \*aut\_Patton \*year\_1999 \*clas\_pubh \*c1\_redet \*c2\_cridq \*c3\_chgen \*c4\_0 \*cat\_3 \*catlev\_1 \*scat\_9 \*scatlev\_1 \*epi\_pp1 \*K\_5  
 (because) the (researcher) (is) the (instrument) in qualitative\_inquiry, a qualitative\_report must include information (about) the (researcher). (experience), (training), perspective: (**personal**) (preparation), both mental and (physical), (that) (affects) (perceptions) (about) the quality of the study;

uce n° 976 Khi2 = 20 uci n° 56 : \*aut\_Lane \*year\_2011 \*clas\_med \*c1\_crigq \*c2\_0 \*c3\_0 \*c4\_0 \*cat\_7 \*catlev\_2 \*scat\_0 \*scatlev\_0 \*epi\_c2 \*K\_5  
 (reflexivity:) (researcher) (being) (aware) and (being) explicit of (own) (biases) and (**personal**) characteristics (which) might (affect) the **data** collection or analysis, and (factor) these into (interpretation) and analysis.

uce n° 2214 Khi2 = 20 uci n° 109 : \*aut\_Stiles \*year\_1993 \*clas\_psy \*c1\_cridq \*c2\_0 \*c3\_0 \*c4\_0 \*cat\_2 \*catlev\_1 \*scat\_14 \*scatlev\_1 \*epi\_pp2 \*K\_1  
 (deep) (**personal**) involvement and passionate (commitment) to a (topic) can (also) (motivate) more thorough (investigation) and a (deeper) understanding; (revealing) (an) (investigator) (s) (**personal**) involvement and (commitments) and the process of (investigation) allows (readers) to (incorporate) the (investigator) (s) (part) in the story into (their) understanding and to adjust (their) understanding to (compensate/)

### Meanings (59) (meanings 23x)

uce n° 27 Khi2 = 27 uci n° 2 : *aut_Angen *year_2000 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_3 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_1 (it) should (reveal) greater horizons of meaning. (we) should allow (our) creative (thought) and (imagination) to (engage) with (our) careful study of the (research) (topic), (opening) ourselves to the ( <b>meanings</b> ) (that) are (called) (forth).
uce n° 2400 Khi2 = 24 uci n° 117 : *aut_Whitemor *year_2001 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_13 *catlev_4 *scat_37 *scatlev_2 *epi_c2 *K_5 the need for assurance (that) (interpretations) are trustworthy and (reveal) some truth external to the (investigators) (experience). (authenticity:) involves the portrayal of (research) (that) (reflects) the ( <b>meanings</b> ) and (experiences) (that) are (lived) and (perceived) (by) the participants.
uce n° 2476 Khi2 = 24 uci n° 120 : *aut_Yardley *year_2008 *clas_meth *c1_cridq *c2_redet *c3_0 *c4_0 *cat_9 *catlev_2 *scat_22 *scatlev_2 *epi_c2 *K_1 <b>qualitative research</b> relies on the (capacity) to (evoke) (imaginative) (experience) and (reveal) new ( <b>meanings</b> ); (it) (is) constantly evolving and <b>qualitative researchers</b> should be flexible and creative in the (way) (that) (they) (carry) (out) (research).
uce n° 1045 Khi2 = 22 uci n° 59 : *aut_Leining *year_2004 *clas_meth *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_18 *catlev_2 *scat_6 *scatlev_1 *epi_c1 *K_5 supported (by) the significance of (interpretations) and (understandings) of (actions), (symbols), events, (communications), and other (human) (activities) (as) (they) (take) on ( <b>meanings</b> ) to participants within (their) (lived) context.
uce n° 1470 Khi2 = 20 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5 unless these ( <b>meanings</b> ) and (values) are clarified, (their) (effects) on (subsequent) (interpretations) remain clouded and often misunderstood. (researcher) incompetence, including lack of sufficient (training) or (preparation):

### Cultural (53) (cultural 18x; culturally 1x)

uce n° 1387 Khi2 = 20 uci n° 76 : *aut_Murphy *year_1998 *clas_pubh *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_23 *scatlev_1 *epi_pp2 *K_5 application of (conventional) criteria from quantitative (research) for <b>qualitative research</b> . the (central) (tenet) of (naive) realism (is) the (belief) (that) there (is) a reality, (which) (is) independent of the (research) (which) can be (known), if only (we) can rid ourselves of the ( <b>cultural</b> ) (preconceptions) (which) (distort) (our) observations of (it).
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### Interpret (53) (interpret 5x; interpretation 41x; interpretations 31x; interpretation' 1x; interpreted 3x)

uce n° 36 Khi2 = 48 uci n° 2 : *aut_Angen *year_2000 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_3 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_1 (as) the (research) (topic) (is) (engaged), the sociohistorically (embedded) (researcher) (interacts) with the subject matter to cocreate the ( <b>interpretations</b> ) derived. (this) (implies) a (commitment) to (self) (reflexivity), wherein the (researcher) (s) position (requires) a vigilant (self) (critical) (reflection).
uce n° 2190 Khi2 = 30 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1 (an) ( <b>interpretation</b> ) (has) to work in the context of (all) of (our) other (beliefs) to be (self) evident; (also) (called) (as) a criterion of (empowerment) the (ability) to (evoke) and facilitate (action) on the (part) of (readers).
uce n° 2153 Khi2 = 26 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1 qualitative (investigators) often address (topics) (that) are (personally) significant and (thus) involve (them) in (self) examination, significant (personal) learning, and (change); these (processes) are (shared) with the (readers), (as) (they) (constitute) a (part) of the meaning of the study (s) observations and ( <b>interpretations</b> ).
uce n° 2400 Khi2 = 24 uci n° 117 : *aut_Whitemor *year_2001 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_13 *catlev_4 *scat_37 *scatlev_2 *epi_c2 *K_5 the need for assurance (that) ( <b>interpretations</b> ) are trustworthy and (reveal) some truth external to the (investigators) (experience). (authenticity:) involves the portrayal of (research) (that) (reflects) the (meanings) and (experiences) (that) are (lived) and (perceived) (by) the participants.
uce n° 1045 Khi2 = 22 uci n° 59 : *aut_Leining *year_2004 *clas_meth *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_18 *catlev_2 *scat_6 *scatlev_1 *epi_c1 *K_5 supported (by) the significance of ( <b>interpretations</b> ) and (understandings) of (actions), (symbols), events, (communications), and other (human) (activities) (as) (they) (take) on (meanings) to participants within (their) (lived) context.

<p>uce n° 2133 Khi2 = 22 uci n° 108 : *aut_Stiles *year_1999 *clas_psy *c1_crigq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_3 *scat_16 *scatlev_2 *epi_pp2 *K_1  did (they) (reveal) fresh and (deeper) material? (catalytic) <b>validity</b>: did the (research) process reorient, focus, and energise participants? A catalytically <b>valid</b> (<b>interpretation</b>) (produces) (change) or (growth) in the people (whose) (experience) (is) (being) described;</p>
<p>uce n° 2189 Khi2 = 22 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1  the (<b>interpretation</b>) (produces) (change) or (growth) in the perspective of the (reader); (also) (called) (as) fruitfulness or a criterion of (self) evidence; (it) feels right to the (reader) (as) well (as) the (investigator) and yields (action); the feeling of rightness would be vulnerable to (distortion) in isolation, (but) less so in a large (network) of meaning;</p>
<p>uce n° 2208 Khi2 = 22 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1  (also) (called) (as) new problems, arguing (that) <b>valid</b> (<b>interpretations</b>) (will) not only solve problems, (but) (will) (create) new problems of (their) (own); (an) adequate (account) (is) (self) (critical), allowing resymbolisation and (change); new ideas and goals emerge from a (living) theory, (as) (it) (encounters) new data and (is) (acted) (upon) (by) new (minds);</p>
<p>uce n° 976 Khi2 = 20 uci n° 56 : *aut_Lane *year_2011 *clas_med *c1_crigq *c2_0 *c3_0 *c4_0 *cat_7 *catlev_2 *scat_0 *scatlev_0 *epi_c2 *K_5  (reflexivity:) (researcher) (being) (aware) and (being) explicit of (own) (biases) and (personal) characteristics (which) might (affect) the data collection or analysis, and (factor) these into (<b>interpretation</b>) and analysis.</p>
<p>uce n° 1470 Khi2 = 20 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5  unless these (meanings) and (values) are clarified, (their) (effects) on (subsequent) (<b>interpretations</b>) remain clouded and often misunderstood. (researcher) incompetence, including lack of sufficient (training) or (preparation:)</p>
<p>uce n° 2134 Khi2 = 20 uci n° 108 : *aut_Stiles *year_1999 *clas_psy *c1_crigq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_3 *scat_16 *scatlev_2 *epi_pp2 *K_1  were the participants (empowered) (by) the (<b>interpretation</b>) or the (research) process? did (they) (subsequently) (take) more control of (their) (lives)? criteria (which) (reflects) the impact of the study on the (investigator) and on the theory (that) (motivated) the study: consensus;</p>
<p>uce n° 2198 Khi2 = 20 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1  if (they) are (thereby) (empowered), (they) (will) (change) (by) (taking) more control of (their) (lives); (as) (an) interesting corollary, (it) (is) in scientists professional interest to (empower) (their) (research) participants, (as) a (way) of <b>validating</b> (their) (<b>interpretations</b>).</p>

### Effect

<p>uce n° 1464 Khi2 = 24 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5  (changes) in the fieldworker, the (measuring) (instrument), during the course of the <b>data</b> collection or analysis, (that) (is), (instrumentation) (effects:) a participant observer (goes) native and (is) absorbed into the local (culture) or (becomes) (<b>personally</b>) involved with programme participants or (staff) in (ways) (that) (affect) (their) (own) attitudes and (behaviours)</p>
<p>uce n° 1470 Khi2 = 20 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5  unless these (<b>meanings</b>) and (values) are clarified, (their) (effects) on (subsequent) (interpretations) remain clouded and often misunderstood. (researcher) incompetence, including lack of sufficient (training) or (preparation:)</p>
<p>uce n° 1470 Khi2 = 20 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5  unless these (meanings) and (values) are clarified, (their) (effects) on (subsequent) (<b>interpretations</b>) remain clouded and often misunderstood. (researcher) incompetence, including lack of sufficient (training) or (preparation:)</p>

### Self

<p>uce n° 36 Khi2 = 48 uci n° 2 : *aut_Angen *year_2000 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_3 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_1  (as) the (research) (topic) (is) (engaged), the sociohistorically (embedded) (researcher) (interacts) with the subject matter to cocreate the (<b>interpretations</b>) derived. (this) (implies) a (commitment) to (self) (reflexivity), wherein the (researcher) (s) position (requires) a vigilant (self) (critical) (reflection).</p>
<p>uce n° 48 Khi2 = 30 uci n° 2 : *aut_Angen *year_2000 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_3 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_1  the (researcher) in the (interpretive) approach (is) the (instrument) through (which) the (topic) (is) (revealed). (this) (requires) (researchers) to (have) (an) intense (<b>personal</b>) involvement in the process and (an) (ability) to (minimize) the distance between the (self) and (others),</p>
<p>uce n° 2190 Khi2 = 30 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1  (an) (<b>interpretation</b>) (has) to work in the context of (all) of (our) other (beliefs) to be (self) evident; (also) (called) (as) a criterion of (empowerment) the (ability) to (evoke) and facilitate (action) on the (part) of (readers).</p>
<p>uce n° 2153 Khi2 = 26 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1  qualitative (investigators) often address (topics) (that) are (personally) significant and (thus) involve (them) in (self) examination, significant (personal) learning, and (change); these (processes) are (shared) with the (readers), (as) (they) (constitute) a (part) of the meaning of the study (s) observations and (<b>interpretations</b>).</p>
<p>uce n° 2153 Khi2 = 26 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1  qualitative (investigators) often address (topics) (that) are (<b>personally</b>) significant and (thus) involve (them) in (self) examination, significant (<b>personal</b>) learning, and (change); these (processes) are (shared) with the (readers), (as) (they) (constitute) a (part) of the meaning of the study (s) observations and (interpretations).</p>
<p>uce n° 39 Khi2 = 23 uci n° 2 : *aut_Angen *year_2000 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_3 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_1  (accounts) of how (self) (reflectivity), prior (research), and (popular) and (<b>personal</b>) (understandings/) (affect) the prejudgments of the (researcher) (also) increase the substantive/ <b>validation</b> of the work.</p>
<p>uce n° 2189 Khi2 = 22 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1  the (<b>interpretation</b>) (produces) (change) or (growth) in the perspective of the (reader); (also) (called) (as) fruitfulness or a criterion of (<i>self</i>) evidence; (it) feels right to the (reader) (as) well (as) the (investigator) and yields (action); the feeling of rightness would be vulnerable to (distortion) in isolation, (but) less so in a large (network) of meaning;</p>
<p>uce n° 2208 Khi2 = 22 uci n° 109 : *aut_Stiles *year_1993 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_1  (also) (called) (as) new problems, arguing (that) <b>valid</b> (<b>interpretations</b>) (will) not only solve problems, (but) (will) (create) new problems of (their) (own); (an) adequate (account) (is) (self) (critical), allowing resymbolisation and (change); new ideas and goals emerge from a (living) theory, (as) (it) (encounters) new data and (is) (acted) (upon) (by) new (minds);</p>

Classe 4 (16%)  
Med,nurs,pubh

### Practice (120) (practice 50x; practiced 1x; practices 4x)

<p>uce n° 492 Khi2 = 39 uci n° 30 : *aut_Emden *year_1998 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_0 *scatlev_0 *epi_c3 *K_4          (quality) of (qualitative_research) is about an (emphasis) (on) the (<i>practical</i>) (utility) of research because (nursing) is (evaluated) (on) (its) relationship (to) (real) (<b>practice</b>) problems more (than) researchers (tend) (to) think.</p>
<p>uce n° 984 Khi2 = 38 uci n° 57 : *aut_Law *year_1998 *clas_psy *c1_codet *c2_regen *c3_crigq *c4_0 *cat_10 *catlev_1 *scat_36 *scatlev_1 *epi_c2 *K_3          (consider) how the study can be (applied) (to) (occupational) (therapy) (<b>practice</b>) and or your own (situation) before you (continue); if not (useful) or (applicable), go (on) (to) the next article</p>
<p>uce n° 1815 Khi2 = 30 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6          how (do) the findings (apply) (to) (patient) (care)? <b>meaning</b> and (relevance) of the study for the reader' s (<b>practice</b>:) critiquing (qualitative_research) (in) (health) (sciences) (disciplines) demands not (only) a focus (on) traditional (appraisal) (criteria), but also an examination of the more (complex) question of what <b>meaning</b> can be made of/ the findings.</p>
<p>uce n° 205 Khi2 = 28 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3          (applicability:) are the/ findings (relevant) (to) (nursing) (<b>practice</b>)? are the findings important for the/ (discipline) of (nursing)? can the findings (contribute) (to) theory (development)?</p>
<p>uce n° 331 Khi2 = 24 uci n° 22 : *aut_Curtin *year_2007 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_6 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5          (some) (definitions) of trustworthiness (tend) (to) relate it back (to) a (quantitative) (evaluation) of (quality). (however), it has become a (common) (<b>practice</b>) for (qualitative_researchers) (to) avoid using (quantitative) (terminology) when describing measures (to) evaluate and (appraise) their research.</p>
<p>uce n° 1969 Khi2 = 23 uci n° 102 : *aut_Seale *year_2002 *clas_meth *c1_chgen *c2_crigq *c3_0 *c4_0 *cat_1 *catlev_1 *scat_0 *scatlev_0 *epi_pp1 *K_4          (disagrees) that (good) (quality) research can be produced by opting for the (criteria) promoted by one (variety), (paradigm), (moment) or school, (arguing) (instead) that (valuable) (lessons) can be (learned) from each one available for framing (qualitative_research) (<b>practice</b>).</p>
<p>uce n° 2593 Khi2 = 22 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2          for example, this (new) (knowledge) could (contribute) (to) (new) <b>conceptualisations</b> or question (existing) ones; it could lead (to) the (development) of (tentative), (substantive) theories, or even hypotheses, it could (advance), question (existing) theories or provide (methodological) (insights), or it could provide <b>data</b> that could lead (to) (improvements) (in) (<b>practice</b>).</p>

### Knowledge (70) (knowledge 57x; knowledgeable 3x)

<p>uce n° 1818 Khi2 = 35 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6          (relevance) and (usefulness) of a study: are there more convincing claims about why/ this (<b>knowledge</b>) is needed, (moral) (defensibility), is the (<b>knowledge</b>) appropriate (to/) the (development) of the (discipline), (disciplinary) (relevance), does the study/ produce usable (<b>knowledge</b>), (pragmatic) (obligation),</p>
<p>uce n° 2106 Khi2 = 31 uci n° 107 : *aut_Stige *year_2009 *clas_nurs *c1_chdet *c2_regen *c3_0 *c4_0 *cat_8 *catlev_1 *scat_40 *scatlev_1 *epi_c1 *K_4          how is it (useful) for participants, (professionals), (agencies), and (policy)? (relevance:) how the study (contributes) with (new) (<b>knowledge</b>) or original perspectives (to) (development) of the involved (discipline),s, (academic) (dialogues) or discourses, or interdisciplinary field;</p>
<p>uce n° 2104 Khi2 = 29 uci n° 107 : *aut_Stige *year_2009 *clas_nurs *c1_chdet *c2_regen *c3_0 *c4_0 *cat_8 *catlev_1 *scat_40 *scatlev_1 *epi_c1 *K_4</p>

<p>(item) reflects not (only) the (immediate) implementation of the (<b>knowledge</b>) (developed) but also (new) and enhanced (understanding); (impact) of the study (in) relation (to) (real) (world) problems (in) (various) ways;</p>
<p>uce n° 1274 Khi2 = 27 uci n° 73 : *aut_Morse *year_2003 *clas_nurs *c1_cridq *c2_redet *c3_0 *c4_0 *cat_11 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2          anticipated product: fit (to) (existing) (<b>knowledge</b>) and (praxis); (usefulness), (quality), (applicability).</p>
<p>uce n° 1677 Khi2 = 23 uci n° 87 : *aut_Rogers *year_1997 *clas_pubh *c1_thedet *c2_cridq *c3_regen *c4_0 *cat_6 *catlev_2 *scat_27 *scatlev_2 *epi_c1          (once) the (<b>knowledge</b>) (marker/) has been (applied) (to) (qualitative_research), there are 3 (further) aspects (to) be/ (considered) (in) (evaluating) a study s <b>validity</b> or usability.</p>
<p>uce n° 2593 Khi2 = 22 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2          for example, this (new) (<b>knowledge</b>) could (contribute) (to) (new) <b>conceptualisations</b> or question (existing) ones; it could lead (to) the (development) of (tentative), (substantive) theories, or even hypotheses, it could (advance), question (existing) theories or provide (methodological) (insights), or it could provide <b>data</b> that could lead (to) (improvements) (in) (practice).</p>
<p>uce n° 733 Khi2 = 19 uci n° 42 : *aut_Gomez *year_2004 *clas_med *c1_crigq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_3 *scatlev_1 *epi_c2 *K_4          which are also potentially (useful) (in) the (health) (care) setting. hard (to) identify a (common) denominator that embraces the diversity of sources and (developments) (in) (qualitative_research) as a (particular) perspective (on) (<b>knowledge</b>).</p>
<p>uce n° 1646 Khi2 = 19 uci n° 85 : *aut_Popay *year_1998 *clas_nurs *c1_cridq *c2_regen *c3_thegen *c4_0 *cat_7 *catlev_1 *scat_25 *scatlev_1 *epi_c1 *K_4          research recognises and deals with the juxtaposition/ of (professional) and (lay) (<b>knowledge</b>) among (professionals). evidence of/ (responsiveness) (to) (social) context and (flexibility) of design: (qualitative_research) (seek) (to) maximise the use of context as a means of locating (lay) (<b>knowledge</b>) and (understanding) subjective <b>meaning</b>.</p>
<p>uce n° 2107 Khi2 = 19 uci n° 107 : *aut_Stige *year_2009 *clas_nurs *c1_chdet *c2_regen *c3_0 *c4_0 *cat_8 *catlev_1 *scat_40 *scatlev_1 *epi_c1 *K_4          any question is (based) (on) (some) (pre) (understanding), and it is (plausible) (to) claim that any research question relates (to) the (existing) (<b>knowledge</b>) (in) a (discipline) or (academic) field;</p>

### Qualitative\_research (61) (qualitative\_research 78x; qualitative\_researchers 4x)

<p>uce n° 492 Khi2 = 39 uci n° 30 : *aut_Emden *year_1998 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_0 *scatlev_0 *epi_c3 *K_4          (quality) of (<b>qualitative_research</b>) is about an (emphasis) (on) the (practical) (utility) of research because (nursing) is (evaluated) (on) (its) relationship (to) (real) (practice) problems more (than) researchers (tend) (to) think.</p>
<p>uce n° 106 Khi2 = 37 uci n° 5 : *aut_Barbour *year_2002 *clas_med *c1_codet *c2_cridq *c3_0 *c4_0 *cat_17 *catlev_4 *scat_30 *scatlev_3 *epi_c2 *K_4          forging (new) and (creative) (solutions) (to) perennial problems. have a critical approach (to) (synthesis) and (evaluation) of (<b>qualitative_research</b>) may also yield dividends with (regard) (to) (interrogating) and (further) (developing) established (approaches) (to) (evaluating) and synthesizing (quantitative) (work).</p>
<p>uce n° 1815 Khi2 = 30 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6          how (do) the findings (apply) (to) (patient) (care)? <b>meaning</b> and (relevance) of the study for the reader' s (practice:) critiquing (<b>qualitative_research</b>) (in) (health) (sciences) (disciplines) demands not (only) a focus (on) traditional (appraisal) (criteria), but also an examination of the more (complex) question of what <b>meaning</b> can be made of/ the findings.</p>
<p>uce n° 458 Khi2 = 26 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6          (in) other (words), (<b>qualitative_research</b>) should (help) (us) (better) (understand) our (patients') lives, the context of our clinical decisions, or the (impact) of our clinical action (on) (patients), (families), and the (community).</p>
<p>uce n° 331 Khi2 = 24 uci n° 22 : *aut_Curtin *year_2007 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_6 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5          (some) (definitions) of trustworthiness (tend) (to) relate it back (to) a (quantitative) (evaluation) of (quality). (however), it has become a (common) (practice) for (<b>qualitative_researchers</b>) (to) avoid using (quantitative) (terminology) when describing measures (to) evaluate and (appraise) their research.</p>
<p>uce n° 330 Khi2 = 23 uci n° 22 : *aut_Curtin *year_2007 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_6 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5          focus (on) trustworthiness: (determining) (whether) a published (<b>qualitative_research</b>) article is (trustworthy) is a (complex) (task), (particularly) because there is no one</p>

<p>(agreed) set of (criteria) (to) (apply).</p> <p>uce n° 1677 Khi2 = 23 uci n° 87 : *aut_Rogers *year_1997 *clas_pubh *c1_thedet *c2_cridq *c3_regen *c4_0 *cat_6 *catlev_2 *scat_27 *scatlev_2 *epi_c1  (once) the (knowledge) (marker/) has been (applied) (to) (<b>qualitative_research</b>), there are 3 (further) aspects (to) be/ (considered) (in) (evaluating) a study s <b>validity</b> or usability.</p>
<p>uce n° 1969 Khi2 = 23 uci n° 102 : *aut_Seale *year_2002 *clas_meth *c1_chgen *c2_crigq *c3_0 *c4_0 *cat_1 *catlev_1 *scat_0 *scatlev_0 *epi_pp1 *K_4  (disagrees) that (good) (quality) research can be produced by opting for the (criteria) promoted by one (variety), (paradigm), (moment) or school, (arguing) (instead) that (valuable) (lessons) can be (learned) from each one available for framing (<b>qualitative_research</b>) (practice).</p>
<p>uce n° 858 Khi2 = 21 uci n° 48 : *aut_Horsburg *year_2003 *clas_nurs *c1_crigq *c2_redet *c3_0 *c4_0 *cat_7 *catlev_1 *scat_0 *scatlev_0 *epi_c2 *K_4  (in) (mrse) s view, (<b>qualitative_research</b>) (must), (add) (something) more (to) the participants (words) for it (to) be (considered) a research (contribution), (whether) it be (synthesis), <b>interpretation</b>, or (development) of a <b>concept</b>, model, or theory.</p>
<p>uce n° 1356 Khi2 = 21 uci n° 76 : *aut_Murphy *year_1998 *clas_pubh *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_23 *scatlev_1 *epi_pp2 *K_5  thos who (want) (to) (apply) the same (criteria) (to) qualitative and (quantitative) inquiry. those who (argue) that a set of (criteria) specific (to) (<b>qualitative_research</b>) (needs) (to) be (developed).</p>
<p>uce n° 720 Khi2 = 19 uci n° 40 : *aut_Giacomi *year_2000 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_2 *scatlev_1 *epi_c1 *K_2  the report should indicate how the findings relate (to) (scholarship) (in) the field. (relevance:) the results of a (<b>qualitative_research</b>) report are (understood) (best) as an (empirically) (based) (contribution) (to) ongoing (dialogue) and exploration, (rather) (than) as <b>documentation</b> of an invariant fact.</p>
<p>uce n° 733 Khi2 = 19 uci n° 42 : *aut_Gomez *year_2004 *clas_med *c1_crigq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_3 *scatlev_1 *epi_c2 *K_4  which are also potentially (useful) (in) the (health) (care) setting. hard (to) identify a (common) denominator that embraces the diversity of sources and (developments) (in) (<b>qualitative_research</b>) as a (particular) perspective (on) (knowledge).</p>
<p>uce n° 1275 Khi2 = 19 uci n° 74 : *aut_Morse *year_1999 *clas_nurs *c1_redet *c2_cridq *c3_codet *c4_0 *cat_4 *catlev_1 *scat_11 *scatlev_1 *epi_pp2 *K_4  (<b>qualitative_research</b>) (must) (add) (something) more (to) the participants (words) for it (to) be (considered) a research (contribution), (whether) it be (synthesis), <b>interpretation</b>, or (development) of a <b>concept</b>, model, or theory.</p>
<p>uce n° 1646 Khi2 = 19 uci n° 85 : *aut_Popay *year_1998 *clas_nurs *c1_cridq *c2_regen *c3_thegen *c4_0 *cat_7 *catlev_1 *scat_25 *scatlev_1 *epi_c1 *K_4  research recognises and deals with the juxtaposition/ of (professional) and (lay) (knowledge) among (professionals). evidence of/ (responsiveness) (to) (social) context and (flexibility) of design: (<b>qualitative_research</b>) (seek) (to) maximise the use of context as a means of locating (lay) (knowledge) and (understanding) subjective <b>meaning</b>.</p>

### Exist (59) (exist 4x; existing 24x)

<p>uce n° 1274 Khi2 = 27 uci n° 73 : *aut_Morse *year_2003 *clas_nurs *c1_cridq *c2_redet *c3_0 *c4_0 *cat_11 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2  anticipated product: fit (to) (<b>existing</b>) (knowledge) and (praxis); (usefulness), (quality), (applicability).</p>
<p>uce n° 1817 Khi2 = 25 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6  given that (health) (science) (disciplines) (<b>exist</b>) because of a (social/) mandate that entails a (moral) (obligation) toward benefiting individuals and the/ collective, refers (to) thorne' s (criteria) for (appraising) the (disciplinary/)</p>
<p>uce n° 2593 Khi2 = 22 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2  for example, this (new) (knowledge) could (contribute) (to) (new) <b>conceptualisations</b> or question (<b>existing</b>) ones; it could lead (to) the (development) of (tentative), (substantive) theories, or even hypotheses, it could (advance), question (<b>existing</b>) theories or</p>

provide (methodological) (insights), or it could provide <b>data</b> that could lead (to) (improvements) (in) (practice).
uce n° 2107 Khi2 = 19 uci n° 107 : *aut_Stige *year_2009 *clas_nurs *c1_chdet *c2_regen *c3_0 *c4_0 *cat_8 *catlev_1 *scat_40 *scatlev_1 *epi_c1 *K_4
ay question is (based) (on) (some) (pre) (understanding), and it is (plausible) (to) claim that any research question relates (to) the <b>(existing)</b> (knowledge) (in) a (discipline) or (academic) field;

### Discipline (59) (discipline 13x; disciplined 1x; disciplines 6x)

uce n° 1818 Khi2 = 35 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6 (relevance) and (usefulness) of a study: are there more convincing claims about why/ this (knowledge) is needed, (moral) (defensibility), is the (knowledge) appropriate (to/) the (development) of the <b>(discipline)</b> , (disciplinary) (relevance), does the study/ produce usable (knowledge), (pragmatic) (obligation),
uce n° 2106 Khi2 = 31 uci n° 107 : *aut_Stige *year_2009 *clas_nurs *c1_chdet *c2_regen *c3_0 *c4_0 *cat_8 *catlev_1 *scat_40 *scatlev_1 *epi_c1 *K_4 how is it (useful) for participants, (professionals), (agencies), and (policy)? (relevance:) how the study (contributes) with (new) (knowledge) or original perspectives (to) (development) of the involved <b>(discipline)</b> , s, (academic) (dialogues) or discourses, or interdisciplinary field;
uce n° 1815 Khi2 = 30 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6 how (do) the findings (apply) (to) (patient) (care)? <b>meaning</b> and (relevance) of the study for the reader' s (practice:) critiquing (qualitative_research) (in) (health) (sciences) <b>(disciplines)</b> demands not (only) a focus (on) traditional (appraisal) (criteria), but also an examination of the more (complex) question of what <b>meaning</b> can be made of/ the findings.
uce n° 205 Khi2 = 28 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3 (applicability:) are the/ findings (relevant) (to) (nursing) (practice)? are the findings important for the/ <b>(discipline)</b> of (nursing)? can the findings (contribute) (to) theory (development)?
uce n° 1817 Khi2 = 25 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6 given that (health) (science) <b>(disciplines)</b> (exist) because of a (social/) mandate that entails a (moral) (obligation) toward benefiting individuals and the/ collective, refers (to) thorne' s (criteria) for (appraising) the (disciplinary/)
uce n° 2107 Khi2 = 19 uci n° 107 : *aut_Stige *year_2009 *clas_nurs *c1_chdet *c2_regen *c3_0 *c4_0 *cat_8 *catlev_1 *scat_40 *scatlev_1 *epi_c1 *K_4 any question is (based) (on) (some) (pre) (understanding), and it is (plausible) (to) claim that any research question relates (to) the (existing) (knowledge) (in) a <b>(discipline)</b> or (academic) field;

### Contribute

uce n° 2106 Khi2 = 31 uci n° 107 : *aut_Stige *year_2009 *clas_nurs *c1_chdet *c2_regen *c3_0 *c4_0 *cat_8 *catlev_1 *scat_40 *scatlev_1 *epi_c1 *K_4 how is it (useful) for participants, (professionals), (agencies), and (policy)? (relevance:) how the study <b>(contributes)</b> with (new) (knowledge) or original perspectives (to) (development) of the involved (discipline),s, (academic) (dialogues) or discourses, or interdisciplinary field;
uce n° 205 Khi2 = 28 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3 (applicability:) are the/ findings (relevant) (to) (nursing) (practice)? are the findings important for the/ (discipline) of (nursing)? can the findings <b>(contribute)</b> (to) theory (development)?

<p>uce n° 2593 Khi2 = 22 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2  for example, this (new) (knowledge) could (<b>contribute</b>) (to) (new) <b>conceptualisations</b> or question (existing) ones; it could lead (to) the (development) of (tentative), (substantive) theories, or even hypotheses, it could (advance), question (existing) theories or provide (methodological) (insights), or it could provide <b>data</b> that could lead (to) (improvements) (in) (practice).</p>
<p>uce n° 858 Khi2 = 21 uci n° 48 : *aut_Horsburg *year_2003 *clas_nurs *c1_crigq *c2_redet *c3_0 *c4_0 *cat_7 *catlev_1 *scat_0 *scatlev_0 *epi_c2 *K_4  (in) (morse) s view, (qualitative_research) (must), (add) (something) more (to) the participants (words) for it (to) be (considered) a research (<b>contribution</b>), (whether) it be (synthesis), <b>interpretation</b>, or (development) of a <b>concept</b>, model, or theory.</p>
<p>uce n° 1275 Khi2 = 19 uci n° 74 : *aut_Morse *year_1999 *clas_nurs *c1_redet *c2_cridq *c3_codet *c4_0 *cat_4 *catlev_1 *scat_11 *scatlev_1 *epi_pp2 *K_4  (qualitative_research) (must) (add) (something) more (to) the participants (words) for it (to) be (considered) a research (<b>contribution</b>), (whether) it be (synthesis), <b>interpretation</b>, or (development) of a <b>concept</b>, model, or theory.</p>
<p>uce n° 720 Khi2 = 19 uci n° 40 : *aut_Giacomi *year_2000 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_2 *catlev_1 *scat_2 *scatlev_1 *epi_c1 *K_2  the report should indicate how the findings relate (to) (scholarship) (in) the field. (relevance:) the results of a (qualitative_research) report are (understood) (best) as an (empirically) (based) (contribution) (to) ongoing (dialogue) and exploration, (rather) (than) as <b>documentation</b> of an invariant fact.</p>

## Health

<p>uce n° 1815 Khi2 = 30 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6  how (do) the findings (apply) (to) (patient) (care)? <b>meaning</b> and (relevance) of the study for the reader' s (practice:) critiquing (qualitative_research) (in) (<b>health</b>) (sciences) (disciplines) demands not (only) a focus (on) traditional (appraisal) (criteria), but also an examination of the more (complex) question of what <b>meaning</b> can be made of/ the findings.</p>
<p>uce n° 1817 Khi2 = 25 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6  given that (<b>health</b>) (science) (disciplines) (exist) because of a (social/) mandate that entails a (moral) (obligation) toward benefiting individuals and the/ collective, refers (to) thorne' s (criteria) for (appraising) the (disciplinary/)</p>
<p>uce n° 733 Khi2 = 19 uci n° 42 : *aut_Gomez *year_2004 *clas_med *c1_crigq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_3 *scatlev_1 *epi_c2 *K_4  which are also potentially (useful) (in) the (<b>health</b>) (care) setting. hard (to) identify a (common) denominator that embraces the diversity of sources and (developments) (in) (qualitative_research) as a (particular) perspective (on) (knowledge).</p>

Classe 5 (21%)  
psy,pp2,c1

### Triangul (261) (triangulate 2x; triangulated 2x; triangulates 1x; triangulating 3x; triangulation 102)

<p>uce n° 1018 Khi2 = 35 uci n° 57 : *aut_Law *year_1998 *clas_psy *c1_codet *c2_regen *c3_crigq *c4_0 *cat_10 *catlev_1 *scat_36 *scatlev_1 *epi_c2 *K_3  many (different) strategies are employed in <b>qualitative research</b> to (establish) (trustworthiness) and the researchers should report on the methods they employed. <b>(triangulation)</b> was reported? it (involves) (using) (multiple) (sources) and (perspectives) to (reduce) the (chance) of systematic (bias).</p>
<p>uce n° 652 Khi2 = 34 uci n° 37 : *aut_Forman *year_2008 *clas_med *c1_crigq *c2_chgen *c3_regen *c4_0 *cat_3 *catlev_1 *scat_5 *scatlev_1 *epi_pp2 *K_5  <b>(triangulation)</b> (means) (converging) (evidence), whether by collecting <b>data</b> from (multiple) (sources), (using) (multiple) <b>data</b> collection methods, or (having) (multiple) <b>data</b> (analysts) from (different) <b>disciplines</b> on the research (team).</p>
<p>uce n° 1478 Khi2 = 33 uci n° 81 : *aut_Patton *year_2002 *clas_meth *c1_cridq *c2_thegen *c3_chgen *c4_0 *cat_8 *catlev_2 *scat_54 *scatlev_2 *epi_pp1 *K_5  <b>(triangulation)</b>, (consistency) of (findings) (across) methods and <b>data</b> (sources), (reliability) of coding and (pattern) analyses, (using) (multiple) coders and calculating intercoder (consistency), (correspondence) of (findings) to reality, generalisability, (external) (validity).</p>
<p>uce n° 1078 Khi2 = 32 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6  (evidence) of iterative analysis; (representative) (evidence) presented; (efforts) to (establish) (validity) by (searching) for (negative) (evidence), use of (multiple) (sources), <b>data</b> <b>(triangulation)</b>; (reliability) or (consistency), over researchers, time and settings;</p>
<p>uce n° 1430 Khi2 = 30 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5  examples: (comparing) (observational) <b>data</b> (with) <b>interview data</b>; (comparing) what people (say) in public (with) what they (say) in private; (checking) for the (consistency) of what people (say) about the (same) (thing) over time; and (comparing) the (perspectives) of people from (different) points of (view), a <b>(triangulation)</b> of (views).</p>
<p>uce n° 849 Khi2 = 28 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5  and the methods for (establishing) (truth) value discussed earlier (seem) appropriate: <b>(triangulation)</b>, (cross) examination, (persistent) observation, (member) (checks), and (testing) of (congruence) (with) (referential) adequacy materials.</p>
<p>uce n° 1427 Khi2 = 28 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5  examining the (consistency) of (different) <b>data</b> (sources) (within) the (same) method, (ie) <b>(triangulation)</b> of (sources:) (comparing) and (cross) (checking) the (consistency) of information derived (at) (different) times and by (different) (means) (within) qualitative methods;</p>
<p>uce n° 390 Khi2 = 26 uci n° 24 : *aut_Devers *year_1999 *clas_pubh *c1_codet *c2_cridq *c3_0 *c4_0 *cat_2 *catlev_1 *scat_10 *scatlev_1 *epi_pp2 *K_5  this process provides an (external) (check) on the research. (confirmability/) objectivity. <b>(triangulation)</b>. (sceptical) peer_review or (audits). (search) for (disconfirming) (evidence) or (negative) <b>cases</b>. Reflective journal keeping by the researcher.</p>
<p>uce n° 1431 Khi2 = 26 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5  (using) (multiple) (analysts) to review (findings), (ie) investigator or (analyst) <b>(triangulation):</b> (having) (two) or (more) researchers independently analyse the (same) (qualitative data) set and (then) (compare) their (findings) provides an important (check) on <b>selective</b> perception and (blind) interpretive (bias);</p>
<p>uce n° 1524 Khi2 = 24 uci n° 82 : *aut_Peters *year_2002 *clas_med *c1_chgen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_16 *scatlev_1 *epi_pp2 *K_5  highly dependent on the researchers skills during <b>data</b> collection and analysis and (explanations) (seem) (weak) or (contradicted) by the (evidence); <b>(triangulation)</b> is a (means) of (checking) the integrity of the inferences; it (can) (involve) the use of (multiple) <b>data</b> (sources), (multiple) investigators, (multiple) theoretical (perspectives), (multiple) methods, or all of these;</p>
<p>uce n° 1423 Khi2 = 23 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5  in (each) <b>case</b> the strategy (involves) (checking) (findings) (against) other (sources) and (perspectives:) (checking) out the (consistency) of (findings) generated by (different) <b>data</b> collection methods, methods <b>(triangulation):</b></p>
<p>uce n° 1491 Khi2 = 23 uci n° 81 : *aut_Patton *year_2002 *clas_meth *c1_cridq *c2_thegen *c3_chgen *c4_0 *cat_8 *catlev_2 *scat_54 *scatlev_2 *epi_pp1 *K_5</p>

<p>(checking) out the (consistency) of (findings) generated by (different) <b>data</b> collection methods; focus on the (degree) of (convergence), (<b>triangulation</b>) of <b>data</b> (sources), (checking) out the (consistency) of (different) <b>data</b> (sources) or information derived (at) (different) times and by (different) (means) (within) the (same) method,</p> <p>uce n° 336 Khi2 = 22 uci n° 22 : *aut_Curtin *year_2007 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_6 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5</p> <p>in (addition), the reader should also look for (evidence) of (<b>triangulation</b>), (member) (checking), collaboration, (transferability) and reflexivity. A (thick) description: (thick) description, a term introduced to anthropology, (involves) (providing) a detailed description of the context and circumstances (surrounding) the (phenomena) being studied,</p> <p>uce n° 834 Khi2 = 21 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5</p> <p>(comparable) (results) from (two) or (more) (different) approaches, (<b>triangulation</b>), strengthen the (reliability) (claims) of (each) of the individual approaches. stepwise (replication). (replications) (can) be built into the several stages or (steps) of any study.</p> <p>uce n° 1058 Khi2 = 21 uci n° 60 : *aut_Lincoln *year_1985 *clas_meth *c1_cridq *c2_crigen *c3_0 *c4_0 *cat_4 *catlev_1 *scat_13 *scatlev_1 *epi_pp2 *K_5</p> <p>(conformability:) invokes (auditing) as a (means) to (demonstrate) quality and (conformability) (audit), (audit) (trail), (<b>triangulation</b>), and reflexivity.</p>
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### Valid (140) (valid 3x; validate 3x; validating 4x; validation 30x; validity 80x)

<p>uce n° 1478 Khi2 = 33 uci n° 81 : *aut_Patton *year_2002 *clas_meth *c1_cridq *c2_thegen *c3_chgen *c4_0 *cat_8 *catlev_2 *scat_54 *scatlev_2 *epi_pp1 *K_5</p> <p>(triangulation), (consistency) of (findings) (across) methods and <b>data</b> (sources), (reliability) of coding and (pattern) analyses, (using) (multiple) coders and calculating intercoder (consistency), (correspondence) of (findings) to reality, generalisability, (external) (<b>validity</b>),</p> <p>uce n° 1078 Khi2 = 32 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6</p> <p>(evidence) of iterative analysis; (representative) (evidence) presented; (efforts) to (establish) (<b>validity</b>) by (searching) for (negative) (evidence), use of (multiple) (sources), <b>data</b> (triangulation); (reliability) or (consistency), over researchers, time and settings;</p> <p>uce n° 85 Khi2 = 30 uci n° 4 : *aut_Barbour *year_2001 *clas_med *c1_cogen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_0 *scatlev_0 *epi_c2 *K_5</p> <p>(respondent) (<b>validation</b>:) (involves) (cross) (checking) interim research (findings) (with) (respondents). their reaction to (emerging) (findings) cans certainly help (refine) (explanations), but several (commentators) have questioned whether it is (always) appropriate.</p> <p>uce n° 975 Khi2 = 30 uci n° 56 : *aut_Lane *year_2011 *clas_med *c1_crigq *c2_0 *c3_0 *c4_0 *cat_7 *catlev_2 *scat_0 *scatlev_0 *epi_c2 *K_5</p> <p>(<b>validation</b>) by participants or (member) (checking:) (sharing) (findings) (with) participants to (verify) researcher' s <b>interpretations</b>. (negative) <b>cases</b>: (searching) for and discussing (deviant) occurrences in the <b>data</b> that (contradict) (emerging) <b>interpretations</b>.</p> <p>uce n° 1394 Khi2 = 30 uci n° 76 : *aut_Murphy *year_1998 *clas_pubh *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_23 *scatlev_1 *epi_pp2 *K_5</p> <p>(there) (can) be (multiple), non (contradictory) and (<b>valid</b>) descriptions and (explanations) of the (same) (phenomena).</p> <p>uce n° 837 Khi2 = 26 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5</p> <p>they must communicate (with) (each) other (at) the (conclusion) of (each) (step). in this (consistency) (cross) (check), it is up to (each) (team) to (convince) the other that issues and concerns identified by that (team), but (not) by the other, are (<b>valid</b>).</p> <p>uce n° 1369 Khi2 = 26 uci n° 76 : *aut_Murphy *year_1998 *clas_pubh *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_23 *scatlev_1 *epi_pp2 *K_5</p> <p>generalisability or (external) (<b>validity</b>:) (guba) and (lincoln) also (rejected) (traditional) concerns (with) generalisability or (external) (<b>validity</b>) as inappropriate (within) the <b>qualitative research</b> paradigm. such generalisations are (impossible) because (phenomena) are (intimately) tied to the times and contexts in which they are (found).</p> <p>uce n° 2238 Khi2 = 26 uci n° 111 : *aut_Tobin *year_2004 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5</p> <p>when the <b>aim</b> is to (verify) (through) (confirmation), the underlying supposition is that (confirmation) is necessary to (establish) (truth); assumption of (one) (single) reality, and (consequently) a (measure) of (accuracy) as a (means) of (<b>validating</b>) this (truth), is epistemologically unacceptable from a qualitative (perspective);</p> <p>uce n° 497 Khi2 = 23 uci n° 31 : *aut_Emden *year_1999 *clas_nurs *c1_crigen *c2_crigq *c3_0 *c4_0 *cat_7 *catlev_2 *scat_0 *scatlev_0 *epi_c3 *K_4</p> <p>(traces) the (efforts) to define goodness in <b>qualitative research</b> (within) various fields. disputes were (found) to centre on how the (traditional) quantitative rigour concepts of (reliability), an (error) less experiment should be (replicable), and (<b>validity</b>), (internal), (measure) what it purports to (measure);</p>
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uce n° 645 Khi2 = 21 uci n° 36 : \*aut\_Forchuk \*year\_1993 \*clas\_nurs \*c1\_cridq \*c2\_crigen \*c3\_0 \*c4\_0 \*cat\_14 \*catlev\_2 \*scat\_54 \*scatlev\_2 \*epi\_c2 \*K\_1  
how? how did the researcher (confirm) (findings), agreement for classifying: use of (external) (consultant); (consensus) by researcher (team/) use of (**validation**) by research participants/ saturation of themes/ (recurrent) (patterning) of a common theme.

### Check (121) (check 8x; checking 37x; checks 15x)

<p>uce n° 1053 Khi2 = 33 uci n° 59 : *aut_Leining *year_2004 *clas_meth *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_18 *catlev_2 *scat_6 *scatlev_1 *epi_c1 *K_5  <b>(check)</b> and (recheck) (emic) and etic <b>data</b> (differences) and (similarities) (with) their own language and (with) that of the informants, for (confirmable), (recurrent) (patterning) and (<b>meaning</b>) in context.</p>
<p>uce n° 85 Khi2 = 30 uci n° 4 : *aut_Barbour *year_2001 *clas_med *c1_cogen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_0 *scatlev_0 *epi_c2 *K_5          (respondent) (validation:) (involves) (cross) (<b>checking</b>) interim research (findings) (with) (respondents). their reaction to (emerging) (findings) cans certainly help (refine) (explanations), but several (commentators) have questioned whether it is (always) appropriate.</p>
<p>uce n° 347 Khi2 = 30 uci n° 22 : *aut_Curtin *year_2007 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_6 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5          the researcher is (comparing) and (cross) (<b>checking</b>) the (consistency) of information gathered (at) (different) times and by (different) (means). this (may) (involve) (comparing) the (perspectives) of people from (different) (viewpoints), individuals, groups or institutions, or (<b>checking</b>) for (consistency) of what people (say) about the (same) (thing) over a period of time.</p>
<p>uce n° 975 Khi2 = 30 uci n° 56 : *aut_Lane *year_2011 *clas_med *c1_crigq *c2_0 *c3_0 *c4_0 *cat_7 *catlev_2 *scat_0 *scatlev_0 *epi_c2 *K_5          (validation) by participants or (member) (<b>checking</b>;) (sharing) (findings) (with) participants to (verify) researcher' s <b>interpretations</b>. (negative) <b>cases</b>: (searching) for and discussing (deviant) occurrences in the <b>data</b> that (contradict) (emerging) <b>interpretations</b>.</p>
<p>uce n° 1430 Khi2 = 30 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5          examples: (comparing) (observational) <b>data</b> (with) <b>interview data</b> (comparing) what people (say) in public (with) what they (say) in private; (<b>checking</b>) for the (consistency) of what people (say) about the (same) (thing) over time; and (comparing) the (perspectives) of people from (different) points of (view), a (triangulation) of (views).</p>
<p>uce n° 2225 Khi2 = 30 uci n° 111 : *aut_Tobin *year_2004 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5          (credibility) is (demonstrated) (through) a number of strategies: (member) (<b>checks</b>), (peer_debriefing), prolonged engagement, (persistent) observation and (audit) (trails). (transferability:) (refers) to the generalisability of (inquiry); in a (naturalistic) study, this concerns only to <b>case to case</b> (transfer);</p>
<p>uce n° 702 Khi2 = 28 uci n° 39 : *aut_Giacomini *year_2000 *clas_med *c1_cridet *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_c1 *K_3          this is best accomplished by an investigative (team). (member) (<b>checking</b>) (involves) (sharing) draft study (findings) (with) the participants to inquire whether their (viewpoints) were (faithfully) <b>interpreted</b> whether the account makes (sense) to participants (with) (different) (perspectives).</p>
<p>uce n° 849 Khi2 = 28 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5          and the methods for (establishing) (truth) value discussed earlier (seem) appropriate: (triangulation), (cross) examination, (persistent) observation, (member) (<b>checks</b>), and (testing) of (congruence) (with) (referential) adequacy materials.</p>
<p>uce n° 1427 Khi2 = 28 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5          examining the (consistency) of (different) <b>data</b> (sources) (within) the (same) method, (ie) (triangulation) of (sources:) (comparing) and (cross) (<b>checking</b>) the (consistency) of information derived (at) (different) times and by (different) (means) (within) qualitative methods;</p>
<p>uce n° 390 Khi2 = 26 uci n° 24 : *aut_Devers *year_1999 *clas_pubh *c1_codet *c2_cridq *c3_0 *c4_0 *cat_2 *catlev_1 *scat_10 *scatlev_1 *epi_pp2 *K_5          this process provides an (external) (<b>check</b>) on the research. (confirmability/) objectivity. (triangulation). (sceptical) peer_review or (audits). (search) for (disconfirming) (evidence) or (negative) <b>cases</b>. Reflective journal keeping by the researcher.</p>
<p>uce n° 837 Khi2 = 26 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5          they must communicate (with) (each) other (at) the (conclusion) of (each) (step). in this (consistency) (cross) (<b>check</b>), it is up to (each) (team) to (convince) the other that issues and concerns identified by that (team), but (not) by the other, are (valid).</p>
<p>uce n° 1431 Khi2 = 26 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5          (using) (multiple) (analysts) to review (findings), (ie) investigator or (analyst) (triangulation:) (having) (two) or (more) researchers independently analyse the (same) (qualitative data) set and (then) (compare) their (findings) provides an important (<b>check</b>) on <b>selective</b> perception and (blind) interpretive (bias);</p>
<p>uce n° 1524 Khi2 = 24 uci n° 82 : *aut_Peters *year_2002 *clas_med *c1_chgen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_16 *scatlev_1 *epi_pp2 *K_5          highly dependent on the researchers skills during <b>data</b> collection and analysis and (explanations) (seem) (weak) or (contradicted) by the (evidence); (triangulation) is a (means)</p>

of <b>(checking)</b> the integrity of the inferences; it (can) (involve) the use of (multiple) <b>data</b> (sources), (multiple) investigators, (multiple) theoretical (perspectives), (multiple) methods, or all of these;
uce n° 1423 Khi2 = 23 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5 in (each) <b>case</b> the strategy (involves) <b>(checking)</b> (findings) (against) other (sources) and (perspectives:) <b>(checking)</b> out the (consistency) of (findings) generated by (different) <b>data</b> collection methods, methods (triangulation:)
uce n° 1491 Khi2 = 23 uci n° 81 : *aut_Patton *year_2002 *clas_meth *c1_cridq *c2_thegen *c3_chgen *c4_0 *cat_8 *catlev_2 *scat_54 *scatlev_2 *epi_pp1 *K_5 <b>(checking)</b> out the (consistency) of (findings) generated by (different) <b>data</b> collection methods; focus on the (degree) of (convergence), (triangulation) of <b>data</b> (sources), <b>(checking)</b> out the (consistency) of (different) <b>data</b> (sources) or information derived (at) (different) times and by (different) (means) (within) the (same) method,
uce n° 336 Khi2 = 22 uci n° 22 : *aut_Curtin *year_2007 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_6 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5 in (addition), the reader should also look for (evidence) of (triangulation), (member) <b>(checking)</b> , collaboration, (transferability) and reflexivity. A (thick) description: (thick) description, a term introduced to anthropology, (involves) (providing) a detailed description of the context and circumstances (surrounding) the (phenomena) being studied,

### Multiple (120) (multiple 59x)

uce n° 478 Khi2 = 38 uci n° 29 : *aut_Elliott *year_1999 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_14 *catlev_2 *scat_0 *scatlev_0 *epi_c1 *K_4 (using) <b>(multiple)</b> qualitative (analysts), an (additional) (analytic) (auditor), or the original (analyst) for a (verification) (step) of reviewing the <b>data</b> for (discrepancies), overstatements or (errors);
uce n° 1018 Khi2 = 35 uci n° 57 : *aut_Law *year_1998 *clas_psy *c1_codet *c2_regen *c3_crigq *c4_0 *cat_10 *catlev_1 *scat_36 *scatlev_1 *epi_c2 *K_3 many (different) strategies are employed in <b>qualitative research</b> to (establish) (trustworthiness) and the researchers should report on the methods they employed. (triangulation) was reported? it (involves) (using) <b>(multiple)</b> (sources) and (perspectives) to (reduce) the (chance) of systematic (bias).
uce n° 2135 Khi2 = 35 uci n° 108 : *aut_Stiles *year_1999 *clas_psy *c1_crigq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_3 *scat_16 *scatlev_2 *epi_pp2 *K_1 (replication:) did <b>(multiple)</b> investigators who were (familiar) (with) the observations, (members) of the research (team); (external) reviewers or (auditors), (find) the (proposed) interpretation convincing? Were the (conclusions) based on (formal) rules of (evidence)?
uce n° 652 Khi2 = 34 uci n° 37 : *aut_Forman *year_2008 *clas_med *c1_crigq *c2_chgen *c3_regen *c4_0 *cat_3 *catlev_1 *scat_5 *scatlev_1 *epi_pp2 *K_5 (triangulation) (means) (converging) (evidence), whether by collecting <b>data</b> from <b>(multiple)</b> (sources), (using) <b>(multiple)</b> <b>data</b> collection methods, or (having) <b>(multiple)</b> <b>data</b> (analysts) from (different) <b>disciplines</b> on the research (team).
uce n° 1478 Khi2 = 33 uci n° 81 : *aut_Patton *year_2002 *clas_meth *c1_cridq *c2_thegen *c3_chgen *c4_0 *cat_8 *catlev_2 *scat_54 *scatlev_2 *epi_pp1 *K_5 (triangulation), (consistency) of (findings) (across) methods and <b>data</b> (sources), (reliability) of coding and (pattern) analyses, (using) <b>(multiple)</b> coders and calculating intercoder (consistency), (correspondence) of (findings) to reality, generalisability, (external) (validity),
uce n° 1078 Khi2 = 32 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6 (evidence) of iterative analysis; (representative) (evidence) presented; (efforts) to (establish) (validity) by (searching) for (negative) (evidence), use of <b>(multiple)</b> (sources), <b>data</b> (triangulation); (reliability) or (consistency), over researchers, time and settings;
uce n° 1394 Khi2 = 30 uci n° 76 : *aut_Murphy *year_1998 *clas_pubh *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_23 *scatlev_1 *epi_pp2 *K_5 (there) (can) be <b>(multiple)</b> , non (contradictory) and (valid) descriptions and (explanations) of the (same) (phenomena).
uce n° 809 Khi2 = 28 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5 the (naturalistic) (inquiry) deals (with) <b>(multiple)</b> (realities). in (establishing) (truth) value, the (naturalistic) (inquirer) is most concerned (with) (testing) the (credibility) of his (findings) and <b>interpretations</b> (with) the various (sources) from which his <b>data</b> were drawn.
uce n° 1431 Khi2 = 26 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5

(using) <b>(multiple)</b> (analysts) to review (findings), (ie) investigator or (analyst) (triangulation:) (having) (two) or (more) researchers independently analyse the (same) (qualitative data) set and (then) (compare) their (findings) provides an important (check) on <b>selective</b> perception and (blind) interpretive (bias);
uce n° 747 Khi2 = 24 uci n° 43 : *aut_Greenfi *year_2006 *clas_med *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_2 *catlev_1 *scat_19 *scatlev_2 *epi_pp2 *K_5 (lincoln) and (guba) described (four) criteria of (trustworthiness:) (credibility), (transferability), (dependability) and (confirmability). (credibility:) (credibility) (refers) to (truth) value or believability of the <b>data</b> . (credibility) is particularly challenging to (establish) given the nature of <b>(multiple)</b> participants relating experiences in (different) contexts.
uce n° 1524 Khi2 = 24 uci n° 82 : *aut_Peters *year_2002 *clas_med *c1_chgen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_16 *scatlev_1 *epi_pp2 *K_5 highly dependent on the researchers skills during <b>data</b> collection and analysis and (explanations) (seem) (weak) or (contradicted) by the (evidence); (triangulation) is a (means) of (checking) the integrity of the inferences; it (can) (involve) the use of <b>(multiple)</b> <b>data</b> (sources), <b>(multiple)</b> investigators, <b>(multiple)</b> theoretical (perspectives), <b>(multiple)</b> methods, or all of these;

### Consist (102) (consisted 1x; consistence 1x; consistency 33x; consists 1x)

uce n° 1478 Khi2 = 33 uci n° 81 : *aut_Patton *year_2002 *clas_meth *c1_cridq *c2_thegen *c3_chgen *c4_0 *cat_8 *catlev_2 *scat_54 *scatlev_2 *epi_pp1 *K_5 (triangulation), <b>(consistency)</b> of (findings) (across) methods and <b>data</b> (sources), (reliability) of coding and (pattern) analyses, (using) (multiple) coders and calculating intercoder <b>(consistency)</b> , (correspondence) of (findings) to reality, generalisability, (external) (validity),
uce n° 1078 Khi2 = 32 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6 (evidence) of iterative analysis; (representative) (evidence) presented; (efforts) to (establish) (validity) by (searching) for (negative) (evidence), use of (multiple) (sources), <b>data</b> (triangulation); (reliability) or <b>(consistency)</b> , over researchers, time and settings;
uce n° 347 Khi2 = 30 uci n° 22 : *aut_Curtin *year_2007 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_6 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5 the researcher is (comparing) and (cross) (checking) the <b>(consistency)</b> of information gathered (at) (different) times and by (different) (means). this (may) (involve) (comparing) the (perspectives) of people from (different) (viewpoints), individuals, groups or institutions, or (checking) for <b>(consistency)</b> of what people (say) about the (same) (thing) over a period of time.
uce n° 1430 Khi2 = 30 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5 examples: (comparing) (observational) <b>data</b> (with) <b>interview data</b> ; (comparing) what people (say) in public (with) what they (say) in private; (checking) for the <b>(consistency)</b> of what people (say) about the (same) (thing) over time; and (comparing) the (perspectives) of people from (different) points of (view), a (triangulation) of (views).
uce n° 1427 Khi2 = 28 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5 examining the <b>(consistency)</b> of (different) <b>data</b> (sources) (within) the (same) method, (ie) (triangulation) of (sources:) (comparing) and (cross) (checking) the <b>(consistency)</b> of information derived (at) (different) times and by (different) (means) (within) qualitative methods;
uce n° 837 Khi2 = 26 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5 they must communicate (with) (each) other (at) the (conclusion) of (each) (step). in this <b>(consistency)</b> (cross) (check), it is up to (each) (team) to (convince) the other that issues and concerns identified by that (team), but (not) by the other, are (valid).
uce n° 1423 Khi2 = 23 uci n° 80 : *aut_Patton *year_1999 *clas_pubh *c1_redet *c2_cridq *c3_chgen *c4_0 *cat_3 *catlev_1 *scat_9 *scatlev_1 *epi_pp1 *K_5 in (each) <b>case</b> the strategy (involves) (checking) (findings) (against) other (sources) and (perspectives:) (checking) out the <b>(consistency)</b> of (findings) generated by (different) <b>data</b> collection methods, methods (triangulation:)
uce n° 1491 Khi2 = 23 uci n° 81 : *aut_Patton *year_2002 *clas_meth *c1_cridq *c2_thegen *c3_chgen *c4_0 *cat_8 *catlev_2 *scat_54 *scatlev_2 *epi_pp1 *K_5 (checking) out the <b>(consistency)</b> of (findings) generated by (different) <b>data</b> collection methods; focus on the (degree) of (convergence), (triangulation) of <b>data</b> (sources), (checking) out the <b>(consistency)</b> of (different) <b>data</b> (sources) or information derived (at) (different) times and by (different) (means) (within) the (same) method,

## Member

<p>uce n° 2135 Khi2 = 35 uci n° 108 : *aut_Stiles *year_1999 *clas_psy *c1_crigq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_3 *scat_16 *scatlev_2 *epi_pp2 *K_1          (replication:) did (<b>multiple</b>) investigators who were (familiar) (with) the observations, (members) of the research (team); (external) reviewers or (auditors), (find) the (proposed) interpretation convincing? Were the (conclusions) based on (formal) rules of (evidence)?</p>
<p>uce n° 2225 Khi2 = 30 uci n° 111 : *aut_Tobin *year_2004 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5          (credibility) is (demonstrated) (through) a number of strategies: (member) (<b>checks</b>), (peer_debriefing), prolonged engagement, (persistent) observation and (audit) (trails). (transferability:) (refers) to the generalisability of (inquiry); in a (naturalistic) study, this concerns only to <b>case</b> to <b>case</b> (transfer);</p>
<p>uce n° 975 Khi2 = 30 uci n° 56 : *aut_Lane *year_2011 *clas_med *c1_crigq *c2_0 *c3_0 *c4_0 *cat_7 *catlev_2 *scat_0 *scatlev_0 *epi_c2 *K_5          (validation) by participants or (member) (<b>checking:</b>) (sharing) (findings) (with) participants to (verify) researcher' s <b>interpretations</b>. (negative) <b>cases</b>: (searching) for and discussing (deviant) occurrences in the <b>data</b> that (contradict) (emerging) <b>interpretations</b>.</p>
<p>uce n° 702 Khi2 = 28 uci n° 39 : *aut_Giacomini *year_2000 *clas_med *c1_cridet *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_c1 *K_3          this is best accomplished by an investigative (team). (member) (<b>checking</b>) (involves) (sharing) draft study (findings) (with) the participants to inquire whether their (viewpoints) were (faithfully) <b>interpreted</b> whether the account makes (sense) to participants (with) (different) (perspectives).</p>
<p>uce n° 849 Khi2 = 28 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5          and the methods for (establishing) (truth) value discussed earlier (seem) appropriate: (<b>triangulation</b>), (cross) examination, (persistent) observation, (member) (checks), and (testing) of (congruence) (with) (referential) adequacy materials.</p>
<p>uce n° 336 Khi2 = 22 uci n° 22 : *aut_Curtin *year_2007 *clas_psy *c1_cridq *c2_0 *c3_0 *c4_0 *cat_6 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5          in (addition), the reader should also look for (evidence) of (<b>triangulation</b>), (member) (checking), collaboration, (transferability) and reflexivity. A (thick) description: (thick) description, a term introduced to anthropology, (involves) (providing) a detailed description of the context and circumstances (surrounding) the (phenomena) being studied,</p>

## Establish

<p>uce n° 1018 Khi2 = 35 uci n° 57 : *aut_Law *year_1998 *clas_psy *c1_codet *c2_regen *c3_crigq *c4_0 *cat_10 *catlev_1 *scat_36 *scatlev_1 *epi_c2 *K_3          many (different) strategies are employed in <b>qualitative research</b> to (establish) (trustworthiness) and the researchers should report on the methods they employed. (<b>triangulation</b>) was reported? it (involves) (using) (multiple) (sources) and (perspectives) to (reduce) the (chance) of systematic (bias).</p>
<p>uce n° 1078 Khi2 = 32 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6          (evidence) of iterative analysis; (representative) (evidence) presented; (efforts) to (establish) (validity) by (searching) for (negative) (evidence), use of (multiple) (sources), <b>data</b> (<b>triangulation</b>); (reliability) or (consistency), over researchers, time and settings;</p>
<p>uce n° 849 Khi2 = 28 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5          and the methods for (establishing) (truth) value discussed earlier (seem) appropriate: (<b>triangulation</b>), (cross) examination, (persistent) observation, (member) (checks), and (testing) of (congruence) (with) (referential) adequacy materials.</p>
<p>uce n° 809 Khi2 = 28 uci n° 46 : *aut_Guba *year_1981 *clas_meth *c1_crigen *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_4 *scatlev_1 *epi_pp2 *K_5          the (naturalistic) (inquiry) deals (with) (<b>multiple</b>) (realities). in (establishing) (truth) value, the (naturalistic) (inquirer) is most concerned (with) (testing) the (credibility) of his (findings) and <b>interpretations</b> (with) the various (sources) from which his <b>data</b> were drawn.</p>
<p>uce n° 2238 Khi2 = 26 uci n° 111 : *aut_Tobin *year_2004 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_5 *scatlev_1 *epi_c1 *K_5</p>

when the **aim** is to (verify) (through) (confirmation), the underlying supposition is that (confirmation) is necessary to (establish) (truth); assumption of (one) (single) reality, and (consequently) a (measure) of (accuracy) as a (means) of (**validating**) this (truth), is epistemologically unacceptable from a qualitative (perspective);

uce n° 747 Khi2 = 24 uci n° 43 : \*aut\_Greenfi \*year\_2006 \*clas\_med \*c1\_crigen \*c2\_cridq \*c3\_0 \*c4\_0 \*cat\_2 \*catlev\_1 \*scat\_19 \*scatlev\_2 \*epi\_pp2 \*K\_5  
 (lincoln) and (guba) described (four) criteria of (trustworthiness:) (credibility), (transferability), (dependability) and (confirmability). (credibility:) (credibility) (refers) to (truth) value or believability of the **data**. (credibility) is particularly challenging to (establish) given the nature of (**multiple**) participants relating experiences in (different) contexts.

Classe 2 (16%)  
nurs,pp2,c2

### Literature (196) (literature 67x; literatures 5x)

<p>uce n° 110 Khi2 = 58 uci n° 6 : *aut_Beck *year_2009 *clas_nurs *c1_codet *c2_cridet *c3_0 *c4_0 *cat_7 *catlev_1 *scat_17 *scatlev_1 *epi_pp2 *K_2  <b>(literature)</b> (review:) (report) adequately (summarize) (the) <b>existing</b> (body) of <b>knowledge</b> (related) to (the) (problem) (or) (phenomenon) of interest; (provides) (a) solid basis (for) (the) new (study). (conceptual) (underpinnings:) (key) (concepts) (defined) (conceptually); (philosophical) basis, (underlying) (tradition), (conceptual) (framework) (or) (ideological) (orientation) is (explicit), (and) appropriate (for) (the) (problem).</p>
<p>uce n° 928 Khi2 = 44 uci n° 53 : *aut_Kneale *year_1999 *clas_nurs *c1_cridet *c2_0 *c3_0 *c4_0 *cat_16 *catlev_1 *scat_56 *scatlev_1 *epi_pp2 *K_2  is (current) <b>knowledge</b> (summarized)? (theoretical) (framework:) (does) (the) (paper) (clearly) (state) (the) research (problem), (question), (aims) (and) (objectives)? are these (clearly) (related) to (the) <b>(literature)</b> (review)? are they (discussed) in sufficient detail (for) you to understand (the) (background) to (the/) work?</p>
<p>uce n° 2505 Khi2 = 42 uci n° 122 : *aut_cfp *year_2011 *clas_med *c1_crigen *c2_redet *c3_cogen *c4_0 *cat_7 *catlev_1 *scat_27 *scatlev_1 *epi_c1 *K_2  (instructions) (for) <b>qualitative_research</b>. (introduction) should (indicate) (the) (current) (state) of knowledge in (the) area through (a) (concise) <b>(literature)</b> (review). while many (qualitative) (studies) do not (begin) with (a) (theoretical) (model) as (a) (framework), when such (a) (model) is used, it should be described.</p>
<p>uce n° 190 Khi2 = 34 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3  (introduction:) (phenomenon) is (identified), (philosophical) base of (study) is made (explicit), (purpose) (and) type of qualitative_study is (stated), (study) (questions) (or) (aims) are (identified), assumptions are (identified) <b>(literature)</b> (review).</p>
<p>uce n° 2282 Khi2 = 32 uci n° 114 : *aut_Walsh *year_2006 *clas_nurs *c1_cridet *c2_crigq *c3_0 *c4_0 *cat_10 *catlev_2 *scat_12 *scatlev_1 *epi_c1 *K_2  (study) (thoroughly) (contextualised) by <b>existing</b> <b>(literature)</b>, evidence of systematic (approach) to (literature) (review), location of <b>(literature)</b> to (contextualise) (the)? ndings, (or) both. (design:) (method) (or) (design) apparent, (and) <b>(consistent)</b> with research (intent), (rationale) (given) (for) use of (qualitative) (design); (discussion) of (epistemological) (or) ontological (grounding);</p>
<p>uce n° 1255 Khi2 = 31 uci n° 73 : *aut_Morse *year_2003 *clas_nurs *c1_cridq *c2_redet *c3_0 *c4_0 *cat_11 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2  comprehensive <b>(literature)</b> (review), synthesises, (philosophical) (framework) (or) (underpinnings) (identified); analysis of (concepts) (and) (theories); use of (a) (theoretical) context, to (place) (study) in (the) (broader) context;</p>
<p>uce n° 1877 Khi2 = 27 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3  (linking) (study) findings to findings in (other) (studies), (or) to (other) relevant <b>(literatures)</b> either (previously) (discussed) (or) newly (introduced); (thoughtful) consideration of (clinical), policy, (theoretical), disciplinary, (and) (or) (other) (significance) of (the) findings.</p>
<p>uce n° 1933 Khi2 = 24 uci n° 99 : *aut_Sandelow *year_2007 *clas_meth *c1_redet *c2_codet *c3_crigq *c4_0 *cat_14 *catlev_1 *scat_92 *scatlev_1 *epi_c2 *K_2 (or) (other) (significance), (discussion) of findings is based on (the) (study) findings (presented); (linking) (study) findings to findings in (other) (studies), (or) to (other) relevant <b>(literatures)</b> either (previously) (discussed) (or) newly (introduced);</p>
<p>uce n° 216 Khi2 = 23 uci n° 17 : *aut_Cobb *year_1987 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_10 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2  are (major) (concepts) (identified) (and) (defined)? is an (initial) (framework) appropriate? (presented)? if (a) <b>(literature)</b> (review) is appropriate only after <b>data</b> collection, (does) (the) researcher (outline) (a) process (for) (accomplishing) this?</p>
<p>uce n° 2630 Khi2 = 23 uci n° 130 : *aut_nice *year_2009 *clas_pubh *c1_thegen *c2_crigq *c3_codet *c4_0 *cat_6 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_6  is (the) (purpose) of (the) (study) (discussed) (aims/) (objectives/) research (questions)? is there adequate/ appropriate (reference) to (the) <b>(literature)</b>? are (underpinning) values/ assumptions/ (theory) (discussed)? section 2: (study) (design). this section considers (the) (robustness) of (the) (design) of (the) research project.</p>
<p>uce n° 1254 Khi2 = 22 uci n° 73 : *aut_Morse *year_2003 *clas_nurs *c1_cridq *c2_redet *c3_0 *c4_0 *cat_11 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2</p>

(and) (profoundly) argued (proposal) with (a) (theoretical) (or) (conceptual) complete (and) comprehensive ( <b>literature</b> ) ( <b>review</b> ) taking (the) form of an (argument) (addressing) (the) need to answer (the) (question) (and) (places) (the) (study) in (the) (theoretical) context of (the) ( <b>literature</b> );
uce n° 1737 Khi2 = 22 uci n° 89 : *aut_Reid *year_1996 *clas_med *c1_redet *c2_crigq *c3_0 *c4_0 *cat_26 *catlev_3 *scat_8 *scatlev_1 *epi_pp1 *K_3 (the) (introduction) should (indicate) (the) (current) (state) of <b>knowledge</b> in (the) area through (a) (concise) ( <b>literature</b> ) ( <b>review</b> ). specify what new information this (study) will (provide).
uce n° 1826 Khi2 = 22 uci n° 95 : *aut_Ryan *year_2007 *clas_nurs *c1_crigq *c2_crigen *c3_0 *c4_0 *cat_2 *catlev_1 *scat_16 *scatlev_1 *epi_c2 *K_2 (purpose) (and) (significance) of (the) (study:) (clear) (identification); justifies use of (qualitative) (approach) (and) methodology. ( <b>literature</b> ) (review:) presence of one; reflects prominent emerging (themes) (and) informs (the) (conceptual) (framework) of (the) (study);

### State (139) (state 13x; stated 22x; statement 17x; states 2x)

uce n° 2505 Khi2 = 42 uci n° 122 : *aut_cfp *year_2011 *clas_med *c1_crigen *c2_redet *c3_cogen *c4_0 *cat_7 *catlev_1 *scat_27 *scatlev_1 *epi_c1 *K_2 (instructions) (for) <b>qualitative research</b> . (introduction) should (indicate) (the) (current) ( <b>state</b> ) of <b>knowledge</b> in (the) area through (a) (concise) (literature) (review). while many (qualitative) (studies) do not (begin) with (a) (theoretical) (model) as (a) (framework), when such (a) (model) is used, it should be described.
uce n° 763 Khi2 = 38 uci n° 44 : *aut_Greenhal *year_1997 *clas_med *c1_codet *c2_cridq *c3_0 *c4_0 *cat_9 *catlev_1 *scat_3 *scatlev_1 *epi_pp2 *K_3 did (the) (paper) describe an important (clinical) (problem) (addressed) via (a) (clearly) (formulated) (question)? (A) (previous) (article) in this series (explained) that one of (the) first things you should (look) (for) in any research (paper) is (a) ( <b>statement</b> ) of why (the) research was done (and) what (specific) (question) it (addressed).
uce n° 190 Khi2 = 34 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3 (introduction:) (phenomenon) is (identified), (philosophical) base of (study) is made (explicit), (purpose) (and) type of qualitative_study is ( <b>stated</b> ), (study) (questions) (or) (aims) are (identified), assumptions are (identified) (literature) (review).
uce n° 109 Khi2 = 33 uci n° 6 : *aut_Beck *year_2009 *clas_nurs *c1_codet *c2_cridet *c3_0 *c4_0 *cat_7 *catlev_1 *scat_17 *scatlev_1 *epi_pp2 *K_2 research (questions:) (explicitly) ( <b>stated</b> ), if not, is their absence justified; ( <b>consistent</b> ) with (the) (study) s (philosophical) basis, (underlying) (tradition), (conceptual) (framework), (or) (ideological) (orientation).
uce n° 214 Khi2 = 30 uci n° 17 : *aut_Cobb *year_1987 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_10 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2 more? is (the) (scope) of (the) (questions) manageable within (the) time (frame) (and) context of (the) (study)? (purpose). is (the) (purpose) (for) (the) (study) one of (discovery) (and) description, (conceptualization), (theory) (building), (illustration), (or) sensitization? is it (clearly) ( <b>stated</b> )?
uce n° 1905 Khi2 = 30 uci n° 99 : *aut_Sandelow *year_2007 *clas_meth *c1_redet *c2_codet *c3_crigq *c4_0 *cat_14 *catlev_1 *scat_92 *scatlev_1 *epi_c2 *K_2 researchers demonstrate awareness of their (orientations) in their (reviews) (or) (presentations) (or) (discussion) of findings. (orientation) (towards) inquiry: (extract) (or) (paraphrase) all (indications) of (the) perspectives, assumptions, (philosophies), (methods), (and) (or) (other) (frames) of (reference) (guiding) (or) influencing researchers concerning (the) conduct of (a) (study), (method) is ( <b>stated</b> ) (or) implied;
uce n° 1902 Khi2 = 23 uci n° 99 : *aut_Sandelow *year_2007 *clas_meth *c1_redet *c2_codet *c3_crigq *c4_0 *cat_14 *catlev_1 *scat_92 *scatlev_1 *epi_c2 *K_2 (or) (theoretical) sensitivities (or) (orientations) (guiding) (or) influencing researchers concerning (the) target (phenomenon) (or) subject (matter) of (a) (study), (explicit) ( <b>statement</b> ) (or) implied (frame) of (reference);
uce n° 1932 Khi2 = 23 uci n° 99 : *aut_Sandelow *year_2007 *clas_meth *c1_redet *c2_codet *c3_crigq *c4_0 *cat_14 *catlev_1 *scat_92 *scatlev_1 *epi_c2 *K_2 (discussion) (and) implications: (extract) (or) (paraphrase) ( <b>statements</b> ) (summarising) (or) (drawing) conclusions about (the) findings of (the) (study), (and) (indicating) their transferability (and) (clinical), (theoretical), policy, disciplinary,
uce n° 1737 Khi2 = 22 uci n° 89 : *aut_Reid *year_1996 *clas_med *c1_redet *c2_crigq *c3_0 *c4_0 *cat_26 *catlev_3 *scat_8 *scatlev_1 *epi_pp1 *K_3 (the) (introduction) should (indicate) (the) (current) ( <b>state</b> ) of <b>knowledge</b> in (the) area through (a) (concise) (literature) (review). specify what new information this (study) will (provide).

**Clear (126) (clear 43x; clearly 50x)**

<p>uce n° 2578 Khi2 = 56 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2  (instructions) (for) empirical research (qualitative). (introduction:) (<b>clearly</b>) (identify) (the) (rationale), context, international relevance of topic. (background:) (conceptual) (or) (theoretical) (framework); (define) (key) (concepts) (or) (study) (variables); (explain) (connections) between (conceptual) (model/) (theory) (and) (the) (study) (variables);</p>
<p>uce n° 928 Khi2 = 44 uci n° 53 : *aut_Kneale *year_1999 *clas_nurs *c1_cridet *c2_0 *c3_0 *c4_0 *cat_16 *catlev_1 *scat_56 *scatlev_1 *epi_pp2 *K_2  is (current) <b>knowledge</b> (summarized)? (theoretical) (framework:) (does) (the) (paper) (<b>clearly</b>) (state) (the) research (problem), (question), (aims) (and) (objectives)? are these (<b>clearly</b>) (related) to (the) (literature) (review)? are they (discussed) in sufficient detail (for) you to understand (the) (background) to (the/) work?</p>
<p>uce n° 763 Khi2 = 38 uci n° 44 : *aut_Greenhal *year_1997 *clas_med *c1_codet *c2_cridq *c3_0 *c4_0 *cat_9 *catlev_1 *scat_3 *scatlev_1 *epi_pp2 *K_3  did (the) (paper) describe an important (clinical) (problem) (addressed) via (a) (<b>clearly</b>) (formulated) (question)? (A) (previous) (article) in this series (explained) that one of (the) first things you should (look) (for) in any research (paper) is (a) (statement) of why (the) research was done (and) what (specific) (question) it (addressed).</p>
<p>uce n° 1034 Khi2 = 35 uci n° 58 : *aut_Letts *year_2007 *clas_psy *c1_codet *c2_0 *c3_0 *c4_0 *cat_8 *catlev_1 *scat_25 *scatlev_1 *epi_c2 *K_2  (outline) (the) (rationale) (given) (for) development of (themes) (theoretical) (connections), emergence of (a) meaningful (picture) of (the) (phenomenon) (under) (study:) how were (concepts) (under) (study) <b>clarified</b> (and) refined, (and) (relationships) made (<b>clear</b>)?</p>
<p>uce n° 1015 Khi2 = 22 uci n° 57 : *aut_Law *year_1998 *clas_psy *c1_codet *c2_regen *c3_crigq *c4_0 *cat_10 *catlev_1 *scat_36 *scatlev_1 *epi_c2 *K_3  (theoretical) (connections), did (a) meaningful (picture) of (the) (phenomenon) (under) (study) (emerge)? (the) findings should (clearly) describe (theoretical) (concepts), (relationships) between (concepts), (and) integration of (relationships) among <b>meanings</b> that (emerged) from (the) <b>data</b> in order to (yield) (a) meaningful (picture) of (the) (phenomenon) (under) (study).</p>
<p>uce n° 1826 Khi2 = 22 uci n° 95 : *aut_Ryan *year_2007 *clas_nurs *c1_crigq *c2_crigen *c3_0 *c4_0 *cat_2 *catlev_1 *scat_16 *scatlev_1 *epi_c2 *K_2  (purpose) (and) (significance) of (the) (study:) (<b>clear</b>) (identification); justifies use of (qualitative) (approach) (and) methodology. (literature) (review:) presence of one; reflects prominent emerging (themes) (and) informs (the) (conceptual) (framework) of (the) (study);</p>

**Conceptual (83) (conceptual 28x; conceptualization 2x; conceptualized 1x; conceptually 2x)**

<p>uce n° 110 Khi2 = 58 uci n° 6 : *aut_Beck *year_2009 *clas_nurs *c1_codet *c2_cridet *c3_0 *c4_0 *cat_7 *catlev_1 *scat_17 *scatlev_1 *epi_pp2 *K_2  (literature) (review:) (report) adequately (summarize) (the) <b>existing</b> (body) of <b>knowledge</b> (related) to (the) (problem) (or) (phenomenon) of interest; (provides) (a) solid basis (for) (the) new (study). (<b>conceptual</b>) (underpinnings:) (key) (concepts) (defined) (<b>conceptually</b>); (philosophical) basis, (underlying) (tradition), (<b>conceptual</b>) (framework) (or) (ideological) (orientation) is (explicit), (and) appropriate (for) (the) (problem).</p>
<p>uce n° 2578 Khi2 = 56 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2  (instructions) (for) empirical research (qualitative). (introduction:) (clearly) (identify) (the) (rationale), context, international relevance of topic. (background:) (<b>conceptual</b>) (or) (theoretical) (framework); (define) (key) (concepts) (or) (study) (variables); (explain) (connections) between (<b>conceptual</b>) (model/) (theory) (and) (the) (study) (variables);</p>
<p>uce n° 109 Khi2 = 33 uci n° 6 : *aut_Beck *year_2009 *clas_nurs *c1_codet *c2_cridet *c3_0 *c4_0 *cat_7 *catlev_1 *scat_17 *scatlev_1 *epi_pp2 *K_2  research (questions:) (explicitly) (stated), if not, is their absence justified; (<b>consistent</b>) with (the) (study) s (philosophical) basis, (underlying) (tradition), (<b>conceptual</b>) (framework), (or) (ideological) (orientation).</p>
<p>uce n° 1854 Khi2 = 32 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3  evidence of (a) critical/ (attitude); (showing) (a) (discernible) (logic) that points (towards) (the) research/ (purpose). (orientation) (or) mindset to (the) target (phenomenon:) (look) (for) (indications/) of (the) perspectives, assumptions, (<b>conceptual</b>) (or) (theoretical) (frameworks), (philosophies) (and) (or) (other) (frames) of (reference), mindsets,</p>
<p>uce n° 214 Khi2 = 30 uci n° 17 : *aut_Cobb *year_1987 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_10 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2  more? is (the) (scope) of (the) (questions) manageable within (the) time (frame) (and) context of (the) (study)? (purpose). is (the) (purpose) (for) (the) (study) one of (discovery) (and) description, (<b>conceptualization</b>), (theory) (building), (illustration), (or) sensitization? is it (clearly) (stated)?</p>
<p>uce n° 1901 Khi2 = 30 uci n° 99 : *aut_Sandelow *year_2007 *clas_meth *c1_redet *c2_codet *c3_crigq *c4_0 *cat_14 *catlev_1 *scat_92 *scatlev_1 *epi_c2 *K_2  (orientation) (or) mindset to (the) target (phenomenon:) (extract) (or) (paraphrase) all (indications) of (the) perspectives, assumptions, (<b>conceptual</b>) (or) (theoretical) (frameworks), (philosophies) (and) (or) (other) (frames) of (reference), mindsets,</p>

**Aim (82) (aim 11x; aimed 2x; aims 41x)**

<p>uce n° 928 Khi2 = 44 uci n° 53 : *aut_Kneale *year_1999 *clas_nurs *c1_cridet *c2_0 *c3_0 *c4_0 *cat_16 *catlev_1 *scat_56 *scatlev_1 *epi_pp2 *K_2  Is (current) <b>knowledge</b> (summarized)? (theoretical) (framework:) (does) (the) (paper) (clearly) (state) (the) research (problem), (question), (<b>aims</b>) (and) (objectives)? are these (clearly) (related) to (the) (literature) (review)? are they (discussed) in sufficient detail (for) you to understand (the) (background) to (the/) work?</p>
<p>uce n° 190 Khi2 = 34 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3  (introduction:) (phenomenon) is (identified), (philosophical) base of (study) is made (explicit), (purpose) (and) type of qualitative_study is (stated), (study) (questions) (or) (<b>aims</b>) are (identified), assumptions are (identified) (literature) (review).</p>
<p>uce n° 1083 Khi2 = 23 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6  bibliographic details, author, (title), source, (publisher) (and) (place) of publication, (year), (purpose), what are (the) (<b>aims</b>) of this (paper)? if (the) (paper) is part of (a) (wider) (study), what are its (aims), (key) findings, what are (the) (key) findings, evaluative (summary), what are (the) strengths (and) (weaknesses) of (the) (study) (and) (theory), policy (and) <b>practice</b> implications.</p>
<p>uce n° 2630 Khi2 = 23 uci n° 130 : *aut_nice *year_2009 *clas_pubh *c1_thegen *c2_crigq *c3_codet *c4_0 *cat_6 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_6  is (the) (purpose) of (the) (study) (discussed) (<b>aims</b>/) (objectives/) research (questions)? is there adequate/ appropriate (reference) to (the) (literature)? are (underpinning) values/ assumptions/ (theory) (discussed)? section 2: (study) (design). this section considers (the) (robustness) of (the) (design) of (the) research project.</p>
<p>uce n° 1090 Khi2 = 22 uci n° 63 : *aut_Long *year_2006 *clas_pubh *c1_cridet *c2_0 *c3_0 *c4_0 *cat_13 *catlev_3 *scat_15 *scatlev_1 *epi_pp2 *K_6  (study) (overview) (for) evaluation template: bibliographic details, author, (title), source, (publisher) (and) (place) of publication, (year); (purpose), what are (the) (<b>aims</b>) of this (paper)? if (the) (paper) is part of (a) (wider) (study), what are its (<b>aims</b>); (key) findings, what are (the) (key) findings;</p>

## Framework

<p>uce n° 110 Khi2 = 58 uci n° 6 : *aut_Beck *year_2009 *clas_nurs *c1_codet *c2_cridet *c3_0 *c4_0 *cat_7 *catlev_1 *scat_17 *scatlev_1 *epi_pp2 *K_2  (literature) (review:) (report) adequately (summarize) (the) <b>existing</b> (body) of <b>knowledge</b> (related) to (the) (problem) (or) (phenomenon) of interest; (provides) (a) solid basis (for) (the) new (study). (conceptual) (underpinnings:) (key) (concepts) (defined) (conceptually); (philosophical) basis, (underlying) (tradition), (conceptual) (<b>framework</b>) (or) (ideological) (orientation) is (explicit), (and) appropriate (for) (the) (problem).</p>
<p>uce n° 2578 Khi2 = 56 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2  (instructions) (for) empirical research (qualitative). (introduction:) (clearly) (identify) (the) (rationale), context, international relevance of topic. (background:) (conceptual) (or) (theoretical) (<b>framework</b>); (define) (key) (concepts) (or) (study) (variables); (explain) (connections) between (conceptual) (model/) (theory) (and) (the) (study) (variables);</p>
<p>uce n° 928 Khi2 = 44 uci n° 53 : *aut_Kneale *year_1999 *clas_nurs *c1_cridet *c2_0 *c3_0 *c4_0 *cat_16 *catlev_1 *scat_56 *scatlev_1 *epi_pp2 *K_2  is (current) <b>knowledge</b> (summarized)? (theoretical) (<b>framework</b>): (does) (the) (paper) (clearly) (state) (the) research (problem), (question), (aims) (and) (objectives)? are these (clearly) (related) to (the) (literature) (review)? are they (discussed) in sufficient detail (for) you to understand (the) (background) to (the/) work?</p>
<p>uce n° 2505 Khi2 = 42 uci n° 122 : *aut_cfp *year_2011 *clas_med *c1_crigen *c2_redet *c3_cogen *c4_0 *cat_7 *catlev_1 *scat_27 *scatlev_1 *epi_c1 *K_2  (instructions) (for) <b>qualitative research</b>. (introduction) should (indicate) (the) (current) (state) of knowledge in (the) area through (a) (concise) (literature) (review). while many (qualitative) (studies) do not (begin) with (a) (theoretical) (model) as (a) (<b>framework</b>), when such (a) (model) is used, it should be described.</p>
<p>uce n° 109 Khi2 = 33 uci n° 6 : *aut_Beck *year_2009 *clas_nurs *c1_codet *c2_cridet *c3_0 *c4_0 *cat_7 *catlev_1 *scat_17 *scatlev_1 *epi_pp2 *K_2  research (questions:) (explicitly) (stated), if not, is their absence justified; (<b>consistent</b>) with (the) (study) s (philosophical) basis, (underlying) (tradition), (conceptual) (<b>framework</b>), (or) (ideological) (orientation).</p>
<p>uce n° 1854 Khi2 = 32 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3  evidence of (a) critical/ (attitude); (showing) (a) (discernible) (logic) that points (towards) (the) research/ (purpose). (orientation) (or) mindset to (the) target (phenomenon:) (look) (for) (indications/) of (the) perspectives, assumptions, (conceptual) (or) (theoretical) (<b>frameworks</b>), (philosophies) (and) (or) (other) (frames) of (reference), mindsets,</p>
<p>uce n° 1255 Khi2 = 31 uci n° 73 : *aut_Morse *year_2003 *clas_nurs *c1_cridq *c2_redet *c3_0 *c4_0 *cat_11 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2  comprehensive (literature) (review), synthesises, (philosophical) (<b>framework</b>) (or) (underpinnings) (identified); analysis of (concepts) (and) (theories); use of (a) (theoretical) context, to (place) (study) in (the) (broader) context;</p>
<p>uce n° 214 Khi2 = 30 uci n° 17 : *aut_Cobb *year_1987 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_10 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2  more? is (the) (scope) of (the) (questions) manageable within (the) time (frame) (and) context of (the) (study)? (purpose). is (the) (purpose) (for) (the) (study) one of (discovery) (and) description, (conceptualization), (theory) (building), (illustration), (or) sensitization? is it (clearly) (stated)?</p>
<p>uce n° 216 Khi2 = 23 uci n° 17 : *aut_Cobb *year_1987 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_10 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2  are (major) (concepts) (identified) (and) (defined)? is an (initial) (<b>framework</b>) appropriate? (presented)? if (a) (literature) (review) is appropriate only after <b>data</b> collection, (does) (the) researcher (outline) (a) process (for) (accomplishing) this?</p>
<p>uce n° 1826 Khi2 = 22 uci n° 95 : *aut_Ryan *year_2007 *clas_nurs *c1_crigq *c2_crigen *c3_0 *c4_0 *cat_2 *catlev_1 *scat_16 *scatlev_1 *epi_c2 *K_2  (purpose) (and) (significance) of (the) (study:) (clear) (identification); justifies use of (qualitative) (approach) (and) methodology. (literature) (review:) presence of one; reflects prominent emerging (themes) (and) informs (the) (conceptual) (<b>framework</b>) of (the) (study);</p>

## Question

<p>uce n° 928 Khi2 = 44 uci n° 53 : *aut_Kneale *year_1999 *clas_nurs *c1_cridet *c2_0 *c3_0 *c4_0 *cat_16 *catlev_1 *scat_56 *scatlev_1 *epi_pp2 *K_2  is (current) <b>knowledge</b> (summarized)? (theoretical) (framework:) (does) (the) (paper) (clearly) (state) (the) research (problem), (<b>question</b>), (aims) (and) (objectives)? are these (clearly) (related) to (the) (literature) (review)? are they (discussed) in sufficient detail (for) you to understand (the) (background) to (the/) work?</p>
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<p>uce n° 190 Khi2 = 34 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3  (introduction:) (phenomenon) is (identified), (philosophical) base of (study) is made (explicit), (purpose) (and) type of qualitative_study is (stated), (study) (<b>questions</b>) (or) (aims) are (identified), assumptions are (identified) (literature) (review).</p>
<p>uce n° 2630 Khi2 = 23 uci n° 130 : *aut_nice *year_2009 *clas_pubh *c1_thegen *c2_crigq *c3_codet *c4_0 *cat_6 *catlev_1 *scat_14 *scatlev_1 *epi_pp2 *K_6  is (the) (purpose) of (the) (study) (discussed) (aims/) (objectives/) research (<b>questions</b>)? is there adequate/ appropriate (reference) to (the) (literature)? are (underpinning) values/ assumptions/ (theory) (discussed)? section 2: (study) (design). this section considers (the) (robustness) of (the) (design) of (the) research project.</p>
<p>uce n° 1254 Khi2 = 22 uci n° 73 : *aut_Morse *year_2003 *clas_nurs *c1_cridq *c2_redet *c3_0 *c4_0 *cat_11 *catlev_1 *scat_33 *scatlev_1 *epi_pp2 *K_2  (and) (profoundly) argued (proposal) with (a) (theoretical) (or) (conceptual) complete (and) comprehensive (literature) (review) taking (the) form of an (argument) (addressing) (the) need to answer (the) (<b>question</b>) (and) (places) (the) (study) in (the) (theoretical) context of (the) (literature);</p>

Classe 6 (9%)  
pubh,pp2

**Sample (721) (sample 136x; sampled 2x; samples 14x)**

<p>uce n° 2006 Khi2 = 78 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6 discussion (of) (how) (<b>sample</b>) or (selections) (allowed) required (comparisons) to be made. (<b>sample</b>) (composition) or (case) (inclusion:) (how) (well) is the (eventual) (coverage) (described)? (detailed) (profile) (of) (achieved) (<b>sample</b>) or (case) (coverage);</p>
<p>uce n° 2057 Khi2 = 78 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6 discussion (of) (how) (<b>sample</b>) or (selections) (allowed) required (comparisons) to be made. (<b>sample</b>) (composition) or (case) (inclusion:) (how) (well) is the (eventual) (coverage) (described)? (detailed) (profile) (of) (achieved) (<b>sample</b>) or (case) (coverage);</p>
<p>uce n° 2548 Khi2 = 78 uci n° 124 : *aut_hcprdu *year_2002 *clas_pubh *c1_cridq *c2_chgen *c3_codet *c4_0 *cat_6 *catlev_1 *scat_16 *scatlev_1 *epi_pp2 *K_6 is the (<b>sample</b>) (appropriate) in (terms) (of) (depth), (intensity) (of) (<b>data</b> collection) (individuals), (settings) and (events), and width across (time), (settings) and (events), for (example), to (capture) key (persons) and (events), and to (explore) the (detail) (of) inter relationships?</p>
<p>uce n° 1070 Khi2 = 77 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6 (<b>sample</b>) (context), (events), (persons), (times) and (settings:) (how) or (why) is the (<b>sample</b>) (selected), for (example), theoretically informed, (purposive), (convenience), (chosen) to (explore) (contrasts);</p>
<p>uce n° 1086 Khi2 = 77 uci n° 63 : *aut_Long *year_2006 *clas_pubh *c1_cridet *c2_0 *c3_0 *c4_0 *cat_13 *catlev_3 *scat_15 *scatlev_1 *epi_pp2 *K_6 what is the rationale for (choosing) this setting? is the setting (appropriate) and or (sufficiently) specific for (examination) (of) the research question? is (sufficient) (detail) given about the setting? (over) what (time) (period) is the study (conducted)? (<b>sample</b>), (events), (persons), (times) and (settings:) (how) is the (<b>sample</b>) (selected), (example), theoretically informed, (purposive), convenient, (chosen) to (explore) (contrasts)?</p>
<p>uce n° 2058 Khi2 = 75 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6 maximising (inclusion), language (matching) or (translation); (specialised) (recruitment); organised transport for group (attendance); discussion (of) (any) (missing) (coverage) in (achieved) (<b>samples</b>) or (cases) and (implications) for study evidence, through (comparison) (of) (target) and (achieved) (<b>samples</b>), (comparison) with (population) etc;</p>
<p>uce n° 1708 Khi2 = 70 uci n° 88 : *aut_Pope *year_2006 *clas_med *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_9 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_2 rationale for (selection) (of) (target) (sample), (settings) or <b>documents</b>; discussion (of) (how) (<b>sample</b>) (allowed) necessary (comparisons) to be made, (how) (well) is the (eventual) (<b>samples</b>) (composition) or (case) (inclusion) (described)? (detailed) description (of) (achieved) (<b>sample</b>) or (cases) (covered);</p>
<p>uce n° 2007 Khi2 = 70 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6 maximising (inclusion), eg language (matching) or (translation); (specialised) (recruitment); organised transport for group (attendance); discussion (of) (any) (missing) (coverage) in (achieved) (<b>samples</b>) or (cases) and (implications) for study evidence, through (comparison) (of) (target) and (achieved) (<b>samples</b>), (comparison) with (population) etc;</p>
<p>uce n° 2056 Khi2 = 68 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6 description (of) (population) (of) (interest) and (how) (<b>sample</b>) (selection) (relates) to it, (typical), (extreme) (case), (diverse) (constituencies) etc; rationale for (basis) (of) (selection) (of) (target) (<b>sample</b>) or (settings) or <b>documents</b>, (characteristics) or features (of) (target) (<b>sample</b>) or (settings) or <b>documents</b>, (basis) for (inclusions) and (exclusions), discussion (of) (<b>sample</b>) (size) or (number) (of) (cases) or setting (selected) etc;</p>
<p>uce n° 2005 Khi2 = 68 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2</p>

<p>*K_6 description (of) (population) (of) (interest) and (how) (<b>sample</b>) (selection) (relates) to it, (typical), (extreme) (case), (diverse) (constituencies) etc; rationale for (basis) (of) (selection) (of) (target) (<b>sample</b>) or (settings) or <b>documents</b>, (characteristics) or features (of) (target) (<b>sample</b>) or (settings) or <b>documents</b>, (basis) for (inclusions) and (exclusions), discussion (of) (<b>sample</b>) (size) or (number) (of) (cases) or setting (selected) etc;</p>
<p>uce n° 2547 Khi2 = 66 uci n° 124 : *aut_hcprdu *year_2002 *clas_pubh *c1_cridq *c2_chgen *c3_codet *c4_0 *cat_6 *catlev_1 *scat_16 *scatlev_1 *epi_pp2 *K_6 (how) is the (<b>sample</b>), (events), (persons), (times) and (settings), (selected)? for (example), theoretically informed, (purposive), (convenience), (chosen) to (explore) (contrasts). is the (<b>sample</b>), informants, (settings) and (events), (appropriate) to the <b>aims</b> (of) the study?</p>
<p>uce n° 1071 Khi2 = 63 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6 is the (<b>sample</b>), informants, (settings) and (events), (appropriate) to the <b>aims</b> (of) the study? is the (<b>sample</b>) (appropriate) in (terms) (of) (depth), (intensity) (of) <b>data</b> collection, (individuals), (settings) and (events), and width across (time), (settings) and (events), for (example), to (capture) key (persons) and (events), and to (explore) the (detail) (of) (interrelationships);</p>
<p>uce n° 2546 Khi2 = 62 uci n° 124 : *aut_hcprdu *year_2002 *clas_pubh *c1_cridq *c2_chgen *c3_codet *c4_0 *cat_6 *catlev_1 *scat_16 *scatlev_1 *epi_pp2 *K_6 is (sufficient) (detail) given about the setting? (over) what (time) (period) is the study (conducted)? (context) III: (<b>sample</b>), (events), (persons), (times) and (settings).</p>
<p>uce n° 126 Khi2 = 57 uci n° 7 : *aut_Boulton *year_1996 *clas_med *c1_cridet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_6 (characteristics) (of) the (<b>sample</b>) adequately (described)? (age), (gender), (ethnicity), social (class) and other relevant (demographic) (characteristics). final (<b>sample</b>) adequate and (appropriate)? (large) and (diverse) (enough).</p>
<p>uce n° 125 Khi2 = 50 uci n° 7 : *aut_Boulton *year_1996 *clas_med *c1_cridet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_6 (<b>sample</b>) and (generalisability): criteria for (selecting) the (<b>sample</b>) <b>clearly</b> described)? (exclusion/) (inclusion) criteria. method (of) (recruitment) <b>clear</b> account (of) from where, by (whom) and (how) those (potentially) (included) in the (<b>sample</b>) (were) (contacted).</p>
<p>uce n° 417 Khi2 = 50 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6 A (maximum) (variation) (<b>sample</b>) (includes) (individuals) who represent (diversity) surrounding a (chosen) area, while a homogeneous (<b>sample</b>) is composed (of) (participants) with (similar) (characteristics).</p>
<p>uce n° 513 Khi2 = 50 uci n° 32 : *aut_Fitzpat *year_1994 *clas_pubh *c1_cridet *c2_cridq *c3_0 *c4_0 *cat_5 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_6 (are) the (characteristics) (of) the (<b>sample</b>) adequately (described)? (age), (gender), (ethnicity), social (class) and other relevant (demographic) (characteristics). is the final (<b>sample</b>) adequate and (appropriate)? (large) and (diverse) (enough) for the <b>aims</b> (of) the study to be (fulfilled).</p>
<p>uce n° 1087 Khi2 = 48 uci n° 63 : *aut_Long *year_2006 *clas_pubh *c1_cridet *c2_0 *c3_0 *c4_0 *cat_13 *catlev_3 *scat_15 *scatlev_1 *epi_pp2 *K_6 is the (<b>sample</b>) (appropriate) to the <b>aims</b> (of) the study? is the (<b>sample</b>) (appropriate) in (terms) (of) (depth), (intensity) (of) <b>data</b> collection in (individuals), (settings) and (events), and width across (time), (settings) and (events), (example), to (capture) key (persons) and (events);</p>
<p>uce n° 1785 Khi2 = 46 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6 investigators do not prespecify a (<b>sample</b>) for <b>data</b> collection in (strict) (terms), lest (important) <b>data</b> sources be (overlooked); (purposeful), or (purposive), (<b>sampling</b>), a conscious (selection) (of) a (small) (number) (of) <b>data</b> sources that meet particular criteria, (selecting) information (rich) (cases), ie.</p>

### Select (303) (select 4x; selected 19x; selecting 8x; selection 31x; selections 2x; selective 1x)

<p>uce n° 2006 Khi2 = 78 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6 discussion (of) (how) (sample) or (<b>selections</b>) (allowed) required (comparisons) to be made. (sample) (composition) or (case) (inclusion:) (how) (well) is the (eventual) (coverage) (described)? (detailed) (profile) (of) (achieved) (sample) or (case) (coverage);</p>
<p>uce n° 2057 Khi2 = 78 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6</p>

<p>discussion (of) (how) (sample) or (<b>selections</b>) (allowed) required (comparisons) to be made. (sample) (composition) or (case) (inclusion:) (how) (well) is the (eventual) (coverage) (described)? (detailed) (profile) (of) (achieved) (sample) or (case) (coverage);</p>
<p>uce n° 1070 Khi2 = 77 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6          (sample) (context), (events), (persons), (times) and (settings:) (how) or (why) is the (sample) (<b>selected</b>), for (example), theoretically informed, (purposive), (convenience), (chosen) to (explore) (contrasts);</p>
<p>uce n° 1086 Khi2 = 77 uci n° 63 : *aut_Long *year_2006 *clas_pubh *c1_cridet *c2_0 *c3_0 *c4_0 *cat_13 *catlev_3 *scat_15 *scatlev_1 *epi_pp2 *K_6          what is the rationale for (choosing) this setting? is the setting (appropriate) and or (sufficiently) specific for (examination) (of) the research question? is (sufficient) (detail) given about the setting? (over) what (time) (period) is the study (conducted)? (sample), (events), (persons), (times) and (settings:) (how) is the (sample) (<b>selected</b>), (example), theoretically informed, (purposive), convenient, (chosen) to (explore) (contrasts)?</p>
<p>uce n° 1708 Khi2 = 70 uci n° 88 : *aut_Pope *year_2006 *clas_med *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_9 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_2          rationale for (<b>selection</b>) (of) (target) (sample), (settings) or <b>documents</b>; discussion (of) (how) (sample) (allowed) necessary (comparisons) to be made, (how) (well) is the (eventual) (samples) (composition) or (case) (inclusion) (described)? (detailed) description (of) (achieved) (sample) or (cases) (covered);</p>
<p>uce n° 2005 Khi2 = 68 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6          description (of) (population) (of) (interest) and (how) (sample) (<b>selection</b>) (relates) to it, (typical), (extreme) (case), (diverse) (constituencies) etc; rationale for (basis) (of) (<b>selection</b>) (of) (target) (sample) or (settings) or <b>documents</b>, (characteristics) or features (of) (target) (sample) or (settings) or <b>documents</b>, (basis) for (inclusions) and (exclusions), discussion (of) (sample) (size) or (number) (of) (cases) or setting (<b>selected</b>) etc;</p>
<p>uce n° 2056 Khi2 = 68 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6          description (of) (population) (of) (interest) and (how) (sample) (<b>selection</b>) (relates) to it, (typical), (extreme) (case), (diverse) (constituencies) etc; rationale for (basis) (of) (<b>selection</b>) (of) (target) (sample) or (settings) or <b>documents</b>, (characteristics) or features (of) (target) (sample) or (settings) or <b>documents</b>, (basis) for (inclusions) and (exclusions), discussion (of) (sample) (size) or (number) (of) (cases) or setting (<b>selected</b>) etc;</p>
<p>uce n° 2547 Khi2 = 66 uci n° 124 : *aut_hcprdu *year_2002 *clas_pubh *c1_cridq *c2_chgen *c3_codet *c4_0 *cat_6 *catlev_1 *scat_16 *scatlev_1 *epi_pp2 *K_6          (how) is the (sample), (events), (persons), (times) and (settings), (<b>selected</b>)? for (example), theoretically informed, (purposive), (convenience), (chosen) to (explore) (contrasts). is the (sample), informants, (settings) and (events), (appropriate) to the <b>aims</b> (of) the study?</p>
<p>uce n° 125 Khi2 = 50 uci n° 7 : *aut_Boulton *year_1996 *clas_med *c1_cridet *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_6          (sample) and (generalisability:) criteria for (<b>selecting</b>) the (sample) <b>clearly</b> (described)? (exclusion/) (inclusion) criteria. method (of) (recruitment) <b>clear</b>? account (of) from where, by (whom) and (how) those (potentially) (included) in the (sample) (were) (contacted).</p>
<p>uce n° 1786 Khi2 = 49 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6          (participants) or (settings), for in (depth) study to illuminate the questions (of) (interest). (purposive) (non) (probability) (sampling) (strategies) (include) judgmental (sampling), where theory or <b>knowledge</b> (points) the researcher to (<b>select</b>) specific (cases:) (maximum) (variation) (sampling), to <b>document</b> (range) or (diversity);</p>
<p>uce n° 1785 Khi2 = 46 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6          investigators do not prespecify a (sample) for <b>data</b> collection in (strict) (terms), lest (important) <b>data</b> sources be (overlooked); (purposeful), or (purposive), (sampling), a conscious (<b>selection</b>) (of) a (small) (number) (of) <b>data</b> sources that meet particular criteria, (<b>selecting</b>) information (rich) (cases), ie.</p>

### Sampling (202) (sampling 69x)

<p>uce n° 1786 Khi2 = 49 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6          (participants) or (settings), for in (depth) study to illuminate the questions (of) (interest). (purposive) (non) (probability) (<b>sampling</b>) (strategies) (include) judgmental (<b>sampling</b>), where theory or <b>knowledge</b> (points) the researcher to (select) specific (cases:) (maximum) (variation) (<b>sampling</b>), to <b>document</b> (range) or (diversity);</p>
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uce n° 1785 Khi2 = 46 uci n° 94 : \*aut\_Russell \*year\_2003 \*clas\_nurs \*c1\_crigq \*c2\_0 \*c3\_0 \*c4\_0 \*cat\_5 \*catlev\_2 \*scat\_7 \*scatlev\_0 \*epi\_pp2 \*K\_6  
 investigators do not prespecify a (sample) for **data** collection in (strict) (terms), lest (important) **data** sources be (overlooked); (purposeful), or (purposive), (**sampling**), a  
 conscious (selection) (of) a (small) (number) (of) **data** sources that meet particular criteria, (selecting) information (rich) (cases), ie.

### Size (176) (size 27x; sizes 1x)

uce n° 2005 Khi2 = 68 uci n° 105 : \*aut\_Spencer \*year\_2003 \*clas\_meth \*c1\_regen \*c2\_codet \*c3\_crigq \*c4\_0 \*cat\_18 \*catlev\_1 \*scat\_85 \*scatlev\_1 \*epi\_pp2  
 \*K\_6  
 description (of) (population) (of) (interest) and (how) (sample) (selection) (relates) to it, (typical), (extreme) (case), (diverse) (constituencies) etc; rationale for (basis)  
 (of) (selection) (of) (target) (sample) or (settings) or **documents**, (characteristics) or features (of) (target) (sample) or (settings) or **documents**, (basis) for (inclusions) and  
 (exclusions), discussion (of) (sample) (**size**) or (number) (of) (cases) or setting (selected) etc;

### Inclusion (160) (inclusion 16x; inclusions 2x)

uce n° 2057 Khi2 = 78 uci n° 106 : \*aut\_Lewis \*year\_2006 \*clas\_pubh \*c1\_thedet \*c2\_crigq \*c3\_0 \*c4\_0 \*cat\_18 \*catlev\_1 \*scat\_85 \*scatlev\_1 \*epi\_c2 \*K\_6  
 discussion (of) (how) (sample) or (selections) (allowed) required (comparisons) to be made. (sample) (composition) or (case) (**inclusion**;) (how) (well) is the (eventual)  
 (coverage) (described)? (detailed) (profile) (of) (achieved) (sample) or (case) (coverage);

uce n° 2058 Khi2 = 75 uci n° 106 : \*aut\_Lewis \*year\_2006 \*clas\_pubh \*c1\_thedet \*c2\_crigq \*c3\_0 \*c4\_0 \*cat\_18 \*catlev\_1 \*scat\_85 \*scatlev\_1 \*epi\_c2 \*K\_6  
 maximising (**inclusion**), language (matching) or (translation); (specialised) (recruitment); organised transport for group (attendance); discussion (of) (any) (missing)  
 (coverage) in (achieved) (samples) or (cases) and (implications) for study evidence, through (comparison) (of) (target) and (achieved) (samples), (comparison) with  
 (population) etc;

uce n° 1708 Khi2 = 70 uci n° 88 : \*aut\_Pope \*year\_2006 \*clas\_med \*c1\_thegen \*c2\_cridq \*c3\_regen \*c4\_0 \*cat\_9 \*catlev\_1 \*scat\_18 \*scatlev\_1 \*epi\_pp2 \*K\_2  
 rationale for (selection) (of) (target) (sample), (settings) or **documents**; discussion (of) (how) (sample) (allowed) necessary (comparisons) to be made, (how) (well) is the  
 (eventual) (samples) (composition) or (case) (**inclusion**) (described)? (detailed) description (of) (achieved) (sample) or (cases) (covered);

uce n° 2007 Khi2 = 70 uci n° 105 : \*aut\_Spencer \*year\_2003 \*clas\_meth \*c1\_regen \*c2\_codet \*c3\_crigq \*c4\_0 \*cat\_18 \*catlev\_1 \*scat\_85 \*scatlev\_1 \*epi\_pp2 \*K\_6  
 maximising (**inclusion**), eg language (matching) or (translation); (specialised) (recruitment); organised transport for group (attendance); discussion (of) (any) (missing)  
 (coverage) in (achieved) (samples) or (cases) and (implications) for study evidence, through (comparison) (of) (target) and (achieved) (samples), (comparison) with  
 (population) etc;

uce n° 2005 Khi2 = 68 uci n° 105 : \*aut\_Spencer \*year\_2003 \*clas\_meth \*c1\_regen \*c2\_codet \*c3\_crigq \*c4\_0 \*cat\_18 \*catlev\_1 \*scat\_85 \*scatlev\_1 \*epi\_pp2 \*K\_6  
 description (of) (population) (of) (interest) and (how) (sample) (selection) (relates) to it, (typical), (extreme) (case), (diverse) (constituencies) etc; rationale for (basis) (of)  
 (selection) (of) (target) (sample) or (settings) or **documents**, (characteristics) or features (of) (target) (sample) or (settings) or **documents**, (basis) for (**inclusions**) and  
 (exclusions), discussion (of) (sample) (size) or (number) (of) (cases) or setting (selected) etc;

uce n° 2056 Khi2 = 68 uci n° 106 : \*aut\_Lewis \*year\_2006 \*clas\_pubh \*c1\_thedet \*c2\_crigq \*c3\_0 \*c4\_0 \*cat\_18 \*catlev\_1 \*scat\_85 \*scatlev\_1 \*epi\_c2 \*K\_6  
 description (of) (population) (of) (interest) and (how) (sample) (selection) (relates) to it, (typical), (extreme) (case), (diverse) (constituencies) etc; rationale for (basis) (of)  
 (selection) (of) (target) (sample) or (settings) or **documents**, (characteristics) or features (of) (target) (sample) or (settings) or **documents**, (basis) for (**inclusions**) and  
 (exclusions), discussion (of) (sample) (size) or (number) (of) (cases) or setting (selected) etc;

uce n° 125 Khi2 = 50 uci n° 7 : \*aut\_Boulton \*year\_1996 \*clas\_med \*c1\_cridet \*c3\_0 \*c4\_0 \*cat\_5 \*catlev\_1 \*scat\_18 \*scatlev\_1 \*epi\_pp2 \*K\_6  
 (sample) and (generalisability:) criteria for (selecting) the (sample) **clearly** (described)? (exclusion/)(**inclusion**) criteria. method (of) (recruitment) **clear**? account (of) from

where, by (whom) and (how) those (potentially) (included) in the (sample) (were) (contacted).

## Purposive

uce n° 1070 Khi2 = 77 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6 (sample) (context), (events), (persons), (times) and (settings:) (how) or (why) is the (sample) (selected), for (example), theoretically informed, ( <b>purposive</b> ), (convenience), (chosen) to (explore) (contrasts);
uce n° 1086 Khi2 = 77 uci n° 63 : *aut_Long *year_2006 *clas_pubh *c1_cridet *c2_0 *c3_0 *c4_0 *cat_13 *catlev_3 *scat_15 *scatlev_1 *epi_pp2 *K_6 what is the rationale for (choosing) this setting? is the setting (appropriate) and or (sufficiently) specific for (examination) (of) the research question? is (sufficient) (detail) given about the setting? (over) what (time) (period) is the study (conducted)? (sample), (events), (persons), (times) and (settings:) (how) is the (sample) (selected), (example), theoretically informed, ( <b>purposive</b> ), convenient, (chosen) to (explore) (contrasts)?
uce n° 2547 Khi2 = 66 uci n° 124 : *aut_hcprdu *year_2002 *clas_pubh *c1_cridq *c2_chgen *c3_codet *c4_0 *cat_6 *catlev_1 *scat_16 *scatlev_1 *epi_pp2 *K_6 (how) is the (sample), (events), (persons), (times) and (settings), (selected)? for (example), theoretically informed, ( <b>purposive</b> ), (convenience), (chosen) to (explore) (contrasts). is the (sample), informants, (settings) and (events), (appropriate) to the <b>aims</b> (of) the study?
uce n° 1786 Khi2 = 49 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6 (participants) or (settings), for in (depth) study to illuminate the questions (of) (interest). ( <b>purposive</b> ) (non) (probability) (sampling) (strategies) (include) judgmental (sampling), where theory or <b>knowledge</b> (points) the researcher to (select) specific (cases:) (maximum) (variation) (sampling), to <b>document</b> (range) or (diversity);
uce n° 1785 Khi2 = 46 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6 investigators do not prespecify a (sample) for <b>data</b> collection in (strict) (terms), lest (important) <b>data</b> sources be (overlooked); (purposeful), or ( <b>purposive</b> ), (sampling), a conscious (selection) (of) a (small) (number) (of) <b>data</b> sources that meet particular criteria, (selecting) information (rich) (cases), ie.

## Case

uce n° 2006 Khi2 = 78 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6 discussion (of) (how) (sample) or (selections) (allowed) required (comparisons) to be made. (sample) (composition) or ( <b>case</b> ) (inclusion:) (how) (well) is the (eventual) (coverage) (described)? (detailed) (profile) (of) (achieved) (sample) or ( <b>case</b> ) (coverage);
uce n° 2057 Khi2 = 78 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6 discussion (of) (how) (sample) or (selections) (allowed) required (comparisons) to be made. (sample) (composition) or ( <b>case</b> ) (inclusion:) (how) (well) is the (eventual) (coverage) (described)? (detailed) (profile) (of) (achieved) (sample) or ( <b>case</b> ) (coverage);
uce n° 2058 Khi2 = 75 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6 maximising (inclusion), language (matching) or (translation); (specialised) (recruitment); organised transport for group (attendance); discussion (of) (any) (missing) (coverage) in (achieved) (samples) or ( <b>cases</b> ) and (implications) for study evidence, through (comparison) (of) (target) and (achieved) (samples), (comparison) with (population) etc;
uce n° 1708 Khi2 = 70 uci n° 88 : *aut_Pope *year_2006 *clas_med *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_9 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_2 rationale for (selection) (of) (target) (sample), (settings) or <b>documents</b> ; discussion (of) (how) (sample) (allowed) necessary (comparisons) to be made, (how) (well) is the (eventual) (samples) (composition) or ( <b>case</b> ) (inclusion) (described)? (detailed) description (of) (achieved) (sample) or ( <b>cases</b> ) (covered);
uce n° 2007 Khi2 = 70 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6 maximising (inclusion), eg language (matching) or (translation); (specialised) (recruitment); organised transport for group (attendance); discussion (of) (any) (missing) (coverage) in (achieved) (samples) or ( <b>cases</b> ) and (implications) for study evidence, through (comparison) (of) (target) and (achieved) (samples), (comparison) with (population) etc;
uce n° 2056 Khi2 = 68 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6

<p>description (of) (population) (of) (interest) and (how) (sample) (selection) (relates) to it, (typical), (extreme) (<b>case</b>), (diverse) (constituencies) etc; rationale for (basis) (of) (selection) (of) (target) (sample) or (settings) or <b>documents</b>, (characteristics) or features (of) (target) (sample) or (settings) or <b>documents</b>, (basis) for (inclusions) and (exclusions), discussion (of) (sample) (size) or (number) (of) (<b>cases</b>) or setting (selected) etc;</p>
<p>uce n° 2005 Khi2 = 68 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6  description (of) (population) (of) (interest) and (how) (sample) (selection) (relates) to it, (typical), (extreme) (<b>case</b>), (diverse) (constituencies) etc; rationale for (basis) (of) (selection) (of) (target) (sample) or (settings) or <b>documents</b>, (characteristics) or features (of) (target) (sample) or (settings) or <b>documents</b>, (basis) for (inclusions) and (exclusions), discussion (of) (sample) (size) or (number) (of) (<b>cases</b>) or setting (selected) etc;</p>
<p>uce n° 1786 Khi2 = 49 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6  (participants) or (settings), for in (depth) study to illuminate the questions (of) (interest). (purposive) (non) (probability) (sampling) (strategies) (include) judgmental (sampling), where theory or <b>knowledge</b> (points) the researcher to (select) specific (<b>cases</b>;) (maximum) (variation) (sampling), to <b>document</b> (range) or (diversity);</p>
<p>uce n° 1785 Khi2 = 46 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6  investigators do not prespecify a (sample) for <b>data</b> collection in (strict) (terms), lest (important) <b>data</b> sources be (overlooked); (purposeful), or (purposive), (sampling), a conscious (selection) (of) a (small) (number) (of) <b>data</b> sources that meet particular criteria, (selecting) information (rich) (<b>cases</b>), ie.</p>

Classe 3 (20%)  
meth,pp1,c2,c3

**Record (178) (record 13x ; recorded 12x ; recorder 1x ; recording 21x ; recordings 12x ; records 11x)**

<p>uce n° 1710 Khi2 = 49 uci n° 88 : *aut_Pope *year_2006 *clas_med *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_9 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_2          (data) (collection:) how well were the (data) (collected)? discussion of (who) (collected) the (data); (procedures) and (documents) (used); <b>checks</b> on (origin), (status) and (authorship) of (documents); (audio) or (video) (<b>recording</b>) of (interviews), (focus) (groups), discussions (etc);</p>
<p>uce n° 642 Khi2 = 43 uci n° 36 : *aut_Forchuk *year_1993 *clas_nurs *c1_cridq *c2_crigen *c3_0 *c4_0 *cat_14 *catlev_2 *scat_54 *scatlev_2 *epi_c2 *K_1          were (information) (gathering) and (information) (analysis) both described (adequately)? what sources of (information) were (used)? (unstructured), semistructured (interview), participant (observation), historical (documents), (field) (notes), (<b>record</b>) review, <b>personal</b> (written) accounts, (video) or (audio) (tapes).</p>
<p>uce n° 516 Khi2 = 37 uci n° 32 : *aut_Fitzpat *year_1994 *clas_pubh *c1_cridet *c2_cridq *c3_0 *c4_0 *cat_5 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_6          are (careful) (records) of (data) (kept)? (audio), (video) (<b>recordings</b>) and (fieldnotes) which can (be) (independently) (inspected). (data) (analysis:) are the processes of (data) (analysis) (adequately) described? an account of how (data) were (processed) and <b>interpreted</b>;</p>
<p>uce n° 1165 Khi2 = 32 uci n° 68 : *aut_Mays *year_1995 *clas_med *c1_redet *c2_cridq *c3_0 *c4_0 *cat_20 *catlev_4 *scat_18 *scatlev_2 *epi_pp2 *K_3          ensuring the reliability of an (analysis:) (raw) (data) are (collected) in a relatively (unstructured) (form) (such) as (tape) (<b>recordings</b>) or (transcripts) of (conversations);</p>
<p>uce n° 2276 Khi2 = 29 uci n° 113 : *aut_Treolar *year_2000 *clas_med *c1_redet *c2_crigq *c3_0 *c4_0 *cat_10 *catlev_1 *scat_38 *scatlev_1 *epi_pp2 *K_2          do the researchers describe the (procedures) for (keeping) (data) (organised) and (retrievable)? demonstrate that (data) was maintained in a systematic way; (<b>recording</b>) of (data) described, (audio) (tape), (written) (notes); describe (transcribing) (process); (transcriptions) checked for accuracy;</p>
<p>uce n° 1595 Khi2 = 28 uci n° 84 : *aut_Plochg *year_2002 *clas_meth *c1_cridq *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_16 *scatlev_1 *epi_pp1 *K_3          (data) (entry:) quality (control) (data) (entry); the (primary) (file) refers to the (notes), (audio) (<b>recordings</b>) or (video) (<b>recordings</b>) made (during) the (data) (acquisition);</p>
<p>uce n° 1795 Khi2 = 26 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6          (data) (collected) comprehensively and (managed) (systematically:) <b>qualitative researchers</b> commonly (use) one or more of (three) basic strategies for (collecting) (data:) to witness events and (<b>record</b>) them as they (occur), (field) (observation), to question participants directly about their <b>experience</b>, (interviews), review (written) (material), (document) (analysis);</p>
<p>uce n° 129 Khi2 = 25 uci n° 7 : *aut_Boulton *year_1996 *clas_med *c1_cridet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_6          (careful) (<b>records</b>) of (data) (kept)? (audio), (video) (<b>recordings</b>), (fieldnotes) which can (be) (independently) (inspected). (data) (analysis:) processes of (data) (analysis) (adequately) described? account of how (data) were (processed) and <b>interpreted</b>; of how <b>concepts</b>, themes or categories were developed.</p>
<p>uce n° 427 Khi2 = 25 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6          the training of the (<b>recorder</b>) and the (timing) of the (notes) is/ important in (field) (note) accuracy. (regardless) of the (type) of (data) (collection/) (technique) (used), researchers will often (keep) (notes) and (journals) of their/ involvement in the study and a (written) (<b>record</b>) of their thoughts as the study/ progresses.</p>
<p>uce n° 1074 Khi2 = 24 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6          was (informed) (consent) (obtained) (from) participants of the study? have (ethical) issues been (adequately) addressed? (data) (collection:) what (data) (collection) methods are (used) to (obtain) and (<b>record</b>) the (data), and how, for example, provide insight (into:) (data) (collected), appropriateness and (availability) for (independent) (analysis);</p>
<p>uce n° 2010 Khi2 = 24 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6  <b>checks</b> on (origin) or (status) or (authorship) of (documents); (audio) or (video) (<b>recording</b>) of (interviews) or discussions or (conversations), (if) not (<b>recorded</b>), were justifiable reasons given;</p>
<p>uce n° 2061 Khi2 = 24 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6  <b>checks</b> on (origin) or (status) or (authorship) of (documents); (audio) or (video) (<b>recording</b>) of (interviews) or discussions or (conversations), (if) not (<b>recorded</b>), were</p>

justifiable reasons given;

### Data (154) (data 394x)

<p>uce n° 1864 Khi2 = 63 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3  (sites) of recruitment (fit) the (evolving) needs of the study. <b>(data)</b> (collection:) look for a (description) of the (techniques) and (procedures) (used) to (obtain) (information) for a study in one or more of the (following) categories: (interviews), (including) (focus) (groups), (observations), (documents), and (artefacts);</p>
<p>uce n° 1710 Khi2 = 49 uci n° 88 : *aut_Pope *year_2006 *clas_med *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_9 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_2  <b>(data)</b> (collection:) how well were the <b>(data)</b> (collected)? discussion of (who) (collected) the <b>(data)</b>; (procedures) and (documents) (used); <b>checks</b> on (origin), (status) and (authorship) of (documents); (audio) or (video) (recording) of (interviews), (focus) (groups), discussions (etc);</p>
<p>uce n° 1871 Khi2 = 45 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3  (tailored) specific <b>(data)</b> (management) (techniques); (accurate) (rendition) of <b>(data)</b> (management) (techniques); (correct) (usage) of <b>(data)</b> (management) (techniques); <b>clear</b> (plan) for (analytically) linking (interview), (observation), (document), and or (artefact) <b>(data)</b> sets.</p>
<p>uce n° 516 Khi2 = 37 uci n° 32 : *aut_Fitzpat *year_1994 *clas_pubh *c1_cridet *c2_cridq *c3_0 *c4_0 *cat_5 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_6  are (careful) (records) of <b>(data)</b> (kept)? (audio), (video) (recordings) and (fieldnotes) which can (be) (independently) (inspected). <b>(data)</b> (analysis:) are the processes of <b>(data)</b> (analysis) (adequately) described? an account of how <b>(data)</b> were (processed) and <b>interpreted</b>;</p>
<p>uce n° 1609 Khi2 = 37 uci n° 84 : *aut_Plochg *year_2002 *clas_meth *c1_cridq *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_16 *scatlev_1 *epi_pp1 *K_3  separating research <b>(data)</b> (from) private details: identifying <b>(data)</b> about (people) (should) (be) removed; (if) (necessary), fictitious (names) or (letters) can (be) (used). private details are (locked) (away:) private details are only (available) (from) the (primary) (file), which (should) (therefore) (be) (kept) (locked) (away).</p>
<p>uce n° 2586 Khi2 = 37 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2  <b>state</b> only that (ethics) (committee) (approval) was (obtained) (from) a university and/ or whatever other (organisation) is relevant. (data_analysis:) describe the (techniques) (used) to (analyse) the <b>(data)</b>, (including) (computer) (software) (used), (if) appropriate.</p>
<p>uce n° 1846 Khi2 = 36 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3  demographic features, (complete) (citation), (author) (affiliations), (including) <b>discipline</b> and (institution), (funding) source, acknowledgment, period of <b>(data)</b> (collection), (dates) of (submission) and acceptance of work, (publication) (type), (eg) (authored) or edited (book),</p>
<p>uce n° 1920 Khi2 = 36 uci n° 99 : *aut_Sandelow *year_2007 *clas_meth *c1_redet *c2_codet *c3_crigq *c4_0 *cat_14 *catlev_1 *scat_92 *scatlev_1 *epi_c2 *K_2  (accurate) (rendition) of <b>(data)</b> (management) and (analysis) (techniques); (correct) (usage) of <b>(data)</b> (management) and (analysis) (techniques); (analysis) <b>of (data)</b> (fits) the <b>(data)</b>; <b>clean</b> (description) of how different datasets were (analytically) linked.</p>
<p>uce n° 1606 Khi2 = 33 uci n° 84 : *aut_Plochg *year_2002 *clas_meth *c1_cridq *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_16 *scatlev_1 *epi_pp1 *K_3  new (name) for (cleaned) (up) (files). <b>(data)</b> (storage:) (securing) (data) against loss. (storage) of (transcript) and (cleaned) (up) (files:) the (primary) (file), the (transcript) and the (processed) (files) (should) always (be) (stored) in different places; ideally the (primary) (file), with a good (description), (should) (be) (locked) (away);</p>
<p>uce n° 1165 Khi2 = 32 uci n° 68 : *aut_Mays *year_1995 *clas_med *c1_redet *c2_cridq *c3_0 *c4_0 *cat_20 *catlev_4 *scat_18 *scatlev_2 *epi_pp2 *K_3  ensuring the reliability of an (analysis:) (raw) <b>(data)</b> are (collected) in a relatively (unstructured) (form) (such) as (tape) (recordings) or (transcripts) of (conversations);</p>
<p>uce n° 1607 Khi2 = 30 uci n° 84 : *aut_Plochg *year_2002 *clas_meth *c1_cridq *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_16 *scatlev_1 *epi_pp1 *K_3  the (transcript) can for example (be) (stored) on CDROM; thus, the original (file) can always (be) (accessed). (storage) of (ready) to (analyse) <b>(data):</b> (extra) copies are always made of the (processed) (files) which are (ready) to (analyse), not only on the researcher s (hard) disc but also on the network, (secured) with password, and or on cd.</p>
<p>uce n° 2276 Khi2 = 29 uci n° 113 : *aut_Treolar *year_2000 *clas_med *c1_redet *c2_crigq *c3_0 *c4_0 *cat_10 *catlev_1 *scat_38 *scatlev_1 *epi_pp2 *K_2  do the researchers describe the (procedures) for (keeping) <b>(data)</b> (organised) and (retrievable)? demonstrate that <b>(data)</b> was maintained in a systematic way; (recording) of <b>(data)</b> described, (audio) (tape), (written) (notes); describe (transcribing) (process); (transcriptions) checked for accuracy;</p>

<p>uce n° 1595 Khi2 = 28 uci n° 84 : *aut_Plochg *year_2002 *clas_meth *c1_cridq *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_16 *scatlev_1 *epi_pp1 *K_3  (data) (entry:) quality (control) (data) (entry); the (primary) (file) refers to the (notes), (audio) (recordings) or (video) (recordings) made (during) the (data) (acquisition);</p>
<p>uce n° 1868 Khi2 = 28 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3  (correct) (usage) of (<b>data</b>) (collection) (techniques); the (sequence) and (timing) of (<b>data</b>) (collection) strategies (vis) a (vis) each other (fit) the purpose and (mindsets) of the study;</p>
<p>uce n° 693 Khi2 = 27 uci n° 39 : *aut_Giacomini *year_2000 *clas_med *c1_cridet *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_c1 *K_3  (several) aspects of a (qualitative_report) indicate how (extensively) the investigators (collected) (<b>data</b>:) the number of (observations), (interviews), or (documents); the (duration) of the (observations); the (duration) of the study period; the diversity of (units) of (analysis) and (<b>data</b>) (collection) (techniques);</p>
<p>uce n° 196 Khi2 = 26 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3  the <b>selection</b> of participants appropriate? (ethical) rigour: were participants (informed) of their (rights)? was (informed) (consent) (obtained) (from) the participants and (documented)? were (mechanisms) developed and (implemented) to (protect) participants (rights)? confirmability, auditability: was the (description) of <b>the (data)</b> (collection) (process) (adequate)?</p>
<p>uce n° 288 Khi2 = 26 uci n° 20 : *aut_Cote *year_2005 *clas_med *c1_cridet *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_12 *scatlev_1 *epi_pp2 *K_2  the researcher must, (therefore), describe this (process) in sufficient detail. in <b>qualitative research</b>, two of the (main) (<b>data</b>) (collection) (techniques) are individual (interviews), semi (structured) and (unstructured), and (group) (interviews) (such) as (focus) (groups).</p>
<p>uce n° 1006 Khi2 = 26 uci n° 57 : *aut_Law *year_1998 *clas_psy *c1_codet *c2_regen *c3_crigq *c4_0 *cat_10 *catlev_1 *scat_36 *scatlev_1 *epi_c2 *K_3  all/ source, s, of (information) (used) by the researcher (should) (be) described; the reader/ (should) (be) able to describe the (<b>data</b>) (gathering) (process) (including) issues of/ (gaining) (access) to the (site), (<b>data</b>) (collection) methods, training (<b>data</b>) (gatherers), the (length) of time (spent) (gathering) (<b>data</b>), and the (amount) of (<b>data</b>) (collected).</p>
<p>uce n° 1795 Khi2 = 26 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6  (<b>data</b>) (collected) comprehensively and (managed) (systematically): <b>qualitative researchers</b> commonly (use) one or more of (three) basic strategies for (collecting) (<b>data</b>:) to witness events and (record) them as they (occur), (field) (observation), to question participants directly about their <b>experience</b> (interviews), review (written) (material), (document) (analysis);</p>
<p>uce n° 2013 Khi2 = 26 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6  (analysis:) how well has the approach to, and formulation of, the (analysis) been (conveyed)? (description) of (form) of original (<b>data</b>), (use) of (verbatim) (transcripts), (observation) or (interview) (notes), (documents), (etc);</p>
<p>uce n° 2064 Khi2 = 26 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6  (analysis:) how well has the approach to, and formulation of, the (analysis) been (conveyed)? (description) of (form) of original (<b>data</b>), (use) of (verbatim) (transcripts), (observation) or (interview) (notes), (documents), (etc);</p>
<p>uce n° 129 Khi2 = 25 uci n° 7 : *aut_Boulton *year_1996 *clas_med *c1_cridet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_6  (careful) (records) of (<b>data</b>) (kept)? (audio), (video) (recordings), (fieldnotes) which can (be) (independently) (inspected). (<b>data</b>) (analysis:) processes of (<b>data</b>) (analysis) (adequately) described? account of how (<b>data</b>) were (processed) and <b>interpreted</b>; of how <b>concepts</b>, themes or categories were developed.</p>
<p>uce n° 427 Khi2 = 25 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6  the training of the (recorder) and the (timing) of the (notes) is/ important in (field) (note) accuracy. (regardless) of the (type) <b>of (data)</b> (collection/) (technique) (used), researchers will often (keep) (notes) and (journals) of their/ involvement in the study and a (written) (record) of their thoughts as the study/ progresses.</p>
<p>uce n° 2037 Khi2 = 25 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6  implications; (reproduction) of (main) study (documents), (eg) (letters) of approach, topic (guides), (observation) (templates), (<b>data</b>) (management) frameworks (etc).</p>
<p>uce n° 426 Khi2 = 24 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6  how the (<b>data</b>) arc (collected) is also important. audiotaping and videotaping arc common in (interviews), and are often (transcribed) for subsequent (analysis). it is important to assess the accuracy of (these) (transcriptions). (observations) are (documented) in researcher (field) (notes/) or (journals).</p>
<p>uce n° 1074 Khi2 = 24 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6</p>

was (informed) (consent) (obtained) (from) participants of the study? have (ethical) issues been (adequately) addressed? <b>(data)</b> (collection:) what (data) (collection) methods are (used) to (obtain) and (record) the <b>(data)</b> , and how, for example, provide insight (into:) <b>(data)</b> (collected), appropriateness and (availability) for (independent) (analysis);
uce n° 1915 Khi2 = 24 uci n° 99 : *aut_Sandelow *year_2007 *clas_meth *c1_redet *c2_codet *c3_crigq *c4_0 *cat_14 *catlev_1 *scat_92 *scatlev_1 *epi_c2 *K_2 and of the (content), (timing) and sequencing of <b>(data)</b> (collection) and (generation); extract or paraphrase (information) about (alterations) in (techniques) and (procedures) made in the (course) of the study, sources of <b>(data)</b> and (techniques) of <b>(data)</b> (collection) or (generation) (fit) the purpose and (mindsets) of the study;
uce n° 1918 Khi2 = 24 uci n° 99 : *aut_Sandelow *year_2007 *clas_meth *c1_redet *c2_codet *c3_crigq *c4_0 *cat_14 *catlev_1 *scat_92 *scatlev_1 *epi_c2 *K_2 the (timing) of <b>(data)</b> (collection) or (generation) (techniques) (vis) a (vis) each other is explicitly <b>stated</b> . (data) (management) and (analysis) (techniques:) extract or paraphrase (description) of (techniques) or (procedures) (used) to create an audit trail of <b>(data)</b> , (prepare) <b>(data)</b> for (analysis), catalogue, (file), or (organise) <b>(data)</b> ;
uce n° 911 Khi2 = 23 uci n° 52 : *aut_Kisely *year_2011 *clas_psy *c1_crigen *c2_crigq *c3_regen *c4_0 *cat_13 *catlev_2 *scat_36 *scatlev_2 *epi_pp2 *K_3 were key (informant) (interviews) or (focus) (groups) (used)? (did) the (authors) (use) other <b>(data)</b> sources (such) as (documents) or (observations), (including) the physical layout of the setting, the range of (people) involved, the activities that (occur), physical objects that are present,

### Interview (137) (interview 36x ; interviewed 1x ; interviewer 2x ; interviewing 3x ; interviews 39x)

uce n° 1864 Khi2 = 63 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3 (sites) of recruitment (fit) the (evolving) needs of the study. (data) (collection:) look for a (description) of the (techniques) and (procedures) (used) to (obtain) (information) for a study in one or more of the (following) categories: <b>(interviews)</b> , (including) (focus) (groups), (observations), (documents), and (artefacts);
uce n° 1710 Khi2 = 49 uci n° 88 : *aut_Pope *year_2006 *clas_med *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_9 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_2 (data) (collection:) how well were the (data) (collected)? discussion of (who) (collected) the (data); (procedures) and (documents) (used); <b>checks</b> on (origin), (status) and (authorship) of (documents); (audio) or (video) (recording) of <b>(interviews)</b> , (focus) (groups), discussions (etc);
uce n° 1871 Khi2 = 45 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3 (tailored) specific (data) (management) (techniques); (accurate) (rendition) of (data) (management) (techniques); (correct) (usage) of (data) (management) (techniques); <b>clear</b> (plan) for (analytically) linking <b>(interview)</b> , (observation), (document), and or (artefact) (data) sets.
uce n° 642 Khi2 = 43 uci n° 36 : *aut_Forchuk *year_1993 *clas_nurs *c1_cridq *c2_crigen *c3_0 *c4_0 *cat_14 *catlev_2 *scat_54 *scatlev_2 *epi_c2 *K_1 were (information) (gathering) and (information) (analysis) both described (adequately)? what sources of (information) were (used)? (unstructured), semistructured <b>(interview)</b> , participant (observation), historical (documents), (field) (notes), (record) review, <b>personal</b> (written) accounts, (video) or (audio) (tapes).
uce n° 2223 Khi2 = 28 uci n° 110 : *aut_Thomson *year_2011 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_8 *scatlev_1 *epi_c1 *K_5 the (writing) of (memos), <b>(interview)</b> (transcripts), (interview) (notes), (interview) (guides), regular logs.
uce n° 693 Khi2 = 27 uci n° 39 : *aut_Giacomini *year_2000 *clas_med *c1_cridet *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_c1 *K_3 (several) aspects of a (qualitative_report) indicate how (extensively) the investigators (collected) (data:) the number of (observations), <b>(interviews)</b> , or (documents); the (duration) of the (observations); the (duration) of the study period; the diversity of (units) of (analysis) and (data) (collection) (techniques);
uce n° 2585 Khi2 = 27 uci n° 127 : *aut_jan *year_2011 *clas_nurs *c1_crigen *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_21 *scatlev_1 *epi_c2 *K_2 (g). <b>(interviews)</b> , (observations). provide a <b>statement</b> of (ethics) (committee) (approval). do not (name) the university or other (institution) (from) which (ethics) (committee) (approval) was (obtained).
uce n° 288 Khi2 = 26 uci n° 20 : *aut_Cote *year_2005 *clas_med *c1_cridet *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_12 *scatlev_1 *epi_pp2 *K_2 the researcher must, (therefore), describe this (process) in sufficient detail. in <b>qualitative research</b> , two of the (main) (data) (collection) (techniques) are individual <b>(interviews)</b> , semi (structured) and (unstructured), and (group) (interviews) (such) as (focus) (groups).
uce n° 1795 Khi2 = 26 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6 (data) (collected) comprehensively and (managed) (systematically:) <b>qualitative researchers</b> commonly (use) one or more of (three) basic strategies for (collecting) (data:) to witness events and (record) them as they (occur), (field) (observation), to question participants directly about their <b>experience</b> , <b>(interviews)</b> , review (written) (material), (document) (analysis);

<p>uce n° 2013 Khi2 = 26 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6          (analysis:) how well has the approach to, and formulation of, the (analysis) been (conveyed)? (description) of (form) of original (data), (use) of (verbatim) (transcripts), (observation) or (<b>interview</b>) (notes), (documents), (etc);</p>
<p>uce n° 2064 Khi2 = 26 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6          (analysis:) how well has the approach to, and formulation of, the (analysis) been (conveyed)? (description) of (form) of original (data), (use) of (verbatim) (transcripts), (observation) or (<b>interview</b>) (notes), (documents), (etc);</p>
<p>uce n° 426 Khi2 = 24 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6          how the (data) arc (collected) is also important. audiotaping and videotaping arc common in (<b>interviews</b>), and are often (transcribed) for subsequent (analysis). it is important to assess the accuracy of (these) (transcriptions). (observations) are (documented) in researcher (field) (notes/) or (journals).</p>
<p>uce n° 2010 Khi2 = 24 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6  <b>checks</b> on (origin) or (status) or (authorship) of (documents); (audio) or (video) (recording) of (<b>interviews</b>) or discussions or (conversations), (if) not (recorded), were justifiable reasons given;</p>
<p>uce n° 2061 Khi2 = 24 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6  <b>checks</b> on (origin) or (status) or (authorship) of (documents); (audio) or (video) (recording) of (<b>interviews</b>) or discussions or (conversations), (if) not (recorded), were justifiable reasons given;</p>
<p>uce n° 911 Khi2 = 23 uci n° 52 : *aut_Kisely *year_2011 *clas_psy *c1_crigen *c2_crigq *c3_regen *c4_0 *cat_13 *catlev_2 *scat_36 *scatlev_2 *epi_pp2 *K_3          were key (informant) (<b>interviews</b>) or (focus) (groups) (used)? (did) the (authors) (use) other (data) sources (such) as (documents) or (observations), (including) the physical layout of the setting, the range of (people) involved, the activities that (occur), physical objects that are present,</p>

### Note (135) (note 6x ; noted 2x ; notes 44x)

<p>uce n° 642 Khi2 = 43 uci n° 36 : *aut_Forchuk *year_1993 *clas_nurs *c1_cridq *c2_crigen *c3_0 *c4_0 *cat_14 *catlev_2 *scat_54 *scatlev_2 *epi_c2 *K_1          were (information) (gathering) and (information) (analysis) both described (adequately)? what sources of (information) were (used)? (unstructured), semistructured (interview), participant (observation), historical (documents), (field) (<b>notes</b>), (record) review, <b>personal</b> (written) accounts, (video) or (audio) (tapes).</p>
<p>uce n° 2276 Khi2 = 29 uci n° 113 : *aut_Treolar *year_2000 *clas_med *c1_redet *c2_crigq *c3_0 *c4_0 *cat_10 *catlev_1 *scat_38 *scatlev_1 *epi_pp2 *K_2          do the researchers describe the (procedures) for (keeping) (data) (organised) and (retrievable)? demonstrate that (data) was maintained in a systematic way; (recording) of (data) described, (audio) (tape), (written) (<b>notes</b>); describe (transcribing) (process); (transcriptions) checked for accuracy;</p>
<p>uce n° 591 Khi2 = 28 uci n° 35 : *aut_Flick *year_2007 *clas_meth *c1_redet *c2_chgen *c3_0 *c4_0 *cat_13 *catlev_2 *scat_17 *scatlev_1 *epi_c2 *K_3          (be) (careful) with internal generalization when (you) infer (from) occasional <b>statements</b> to regular habits or traits of (people) or (institutions), for example. being (confidential:) (keep) the (anonymity) and (privacy) of (your) research participants. (field) (<b>notes</b>) and (transcripts) (should) not include (concrete) (information) about real persons and (sites), but (should) (be) anonymised (right) (away).</p>
<p>uce n° 1595 Khi2 = 28 uci n° 84 : *aut_Plochg *year_2002 *clas_meth *c1_cridq *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_16 *scatlev_1 *epi_pp1 *K_3          (data) (entry:) quality (control) (data) (entry); the (primary) (file) refers to the (<b>notes</b>), (audio) (recordings) or (video) (recordings) made (during) the (data) (acquisition);</p>
<p>uce n° 2223 Khi2 = 28 uci n° 110 : *aut_Thomson *year_2011 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_8 *scatlev_1 *epi_c1 *K_5          the (writing) of (memos), (interview) (transcripts), (interview) (<b>notes</b>), (interview) (guides), regular logs.</p>
<p>uce n° 2013 Khi2 = 26 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6          (analysis:) how well has the approach to, and formulation of, the (analysis) been (conveyed)? (description) of (form) of original (data), (use) of (verbatim) (transcripts), (observation) or (interview) (<b>notes</b>), (documents), (etc);</p>
<p>uce n° 2064 Khi2 = 26 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6          (analysis:) how well has the approach to, and formulation of, the (analysis) been (conveyed)? (description) of (form) of original (data), (use) of (verbatim) (transcripts),</p>

(observation) or (interview) ( <b>notes</b> ), (documents), (etc);
uce n° 427 Khi2 = 25 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6 the training of the (recorder) and the (timing) of the ( <b>notes</b> ) is/ important in (field) ( <b>note</b> ) accuracy. (regardless) of the (type) of (data) (collection/) (technique) (used), researchers will often (keep) ( <b>notes</b> ) and (journals) of their/ involvement in the study and a (written) (record) of their thoughts as the study/ progresses.
uce n° 426 Khi2 = 24 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6 how the (data) arc (collected) is also important. audiotaping and videotaping arc common in (interviews), and are often (transcribed) for subsequent (analysis). it is important to assess the accuracy of (these) (transcriptions). (observations) are (documented) in researcher (field) ( <b>notes</b> /) or (journals).

### Document (124) (document 10x ; documentary 1x ; documentation 12x ; documented 13x)

uce n° 1864 Khi2 = 63 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3 (sites) of recruitment (fit) the (evolving) needs of the study. (data) (collection:) look for a (description) of the (techniques) and (procedures) (used) to (obtain) (information) for a study in one or more of the (following) categories: (interviews), (including) (focus) (groups), (observations), ( <b>documents</b> ), and (artefacts);
uce n° 1710 Khi2 = 49 uci n° 88 : *aut_Pope *year_2006 *clas_med *c1_thegen *c2_cridq *c3_regen *c4_0 *cat_9 *catlev_1 *scat_18 *scatlev_1 *epi_pp2 *K_2 (data) (collection:) how well were the (data) (collected)? discussion of (who) (collected) the (data); (procedures) and ( <b>documents</b> ) (used); <b>checks</b> on (origin), (status) and (authorship) of ( <b>documents</b> ); (audio) or (video) (recording) of (interviews), (focus) (groups), discussions (etc);
uce n° 1871 Khi2 = 45 uci n° 98 : *aut_Sandelow *year_2002 *clas_meth *c1_redet *c2_crigq *c3_0 *c4_0 *cat_14 *catlev_1 *scat_81 *scatlev_1 *epi_c3 *K_3 (tailored) specific (data) (management) (techniques); (accurate) (rendition) of (data) (management) (techniques); (correct) (usage) of (data) (management) (techniques); <b>clear</b> (plan) for (analytically) linking (interview), (observation), ( <b>document</b> ), and or (artefact) (data) sets.
uce n° 642 Khi2 = 43 uci n° 36 : *aut_Forchuk *year_1993 *clas_nurs *c1_cridq *c2_crigen *c3_0 *c4_0 *cat_14 *catlev_2 *scat_54 *scatlev_2 *epi_c2 *K_1 were (information) (gathering) and (information) (analysis) both described (adequately)? what sources of (information) were (used)? (unstructured), semistructured (interview), participant (observation), historical ( <b>documents</b> ), (field) (notes), (record) review, <b>personal</b> (written) accounts, (video) or (audio) (tapes).
uce n° 1605 Khi2 = 33 uci n° 84 : *aut_Plochg *year_2002 *clas_meth *c1_cridq *c2_codet *c3_0 *c4_0 *cat_5 *catlev_1 *scat_16 *scatlev_1 *epi_pp1 *K_3 (storage) of (primary) (file) and (transcript:) (these) (should) (be) (stored), (preferably) in (separate) places. (agreements) and ( <b>documentation</b> ) (cleaned) (up) (files:) the (manner) in which a (file) is (modified) and how, for example, typing errors or obscurities that (could) not (be) (clarified) (should) (be) ( <b>documented</b> );
uce n° 693 Khi2 = 27 uci n° 39 : *aut_Giacomini *year_2000 *clas_med *c1_cridet *c2_cridq *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_c1 *K_3 (several) aspects of a (qualitative_report) indicate how (extensively) the investigators (collected) (data:) the number of (observations), (interviews), or ( <b>documents</b> ); the (duration) of the (observations); the (duration) of the study period; the diversity of (units) of (analysis) and (data) (collection) (techniques);
uce n° 196 Khi2 = 26 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3 the <b>selection</b> of participants appropriate? (ethical) rigour: were participants (informed) of their (rights)? was (informed) (consent) (obtained) (from) the participants and ( <b>documented</b> )? were (mechanisms) developed and (implemented) to (protect) participants (rights)? confirmability, auditability: was the (description) of the (data) (collection) (process) (adequate)?
uce n° 1795 Khi2 = 26 uci n° 94 : *aut_Russell *year_2003 *clas_nurs *c1_crigq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_2 *scat_7 *scatlev_0 *epi_pp2 *K_6 (data) (collected) comprehensively and (managed) (systematically:) <b>qualitative researchers</b> commonly (use) one or more of (three) basic strategies for (collecting) (data:) to witness events and (record) them as they (occur), (field) (observation), to question participants directly about their <b>xperience</b> (interviews), review (written) (material), ( <b>document</b> ) (analysis);
uce n° 2013 Khi2 = 26 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6 (analysis:) how well has the approach to, and formulation of, the (analysis) been (conveyed)? (description) of (form) of original (data), (use) of (verbatim) (transcripts), (observation) or (interview) (notes), ( <b>documents</b> ), (etc);
uce n° 2064 Khi2 = 26 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6

<p>(analysis:) how well has the approach to, and formulation of, the (analysis) been (conveyed)? (description) of (form) of original (data), (use) of (verbatim) (transcripts), (observation) or (interview) (notes), (<b>documents</b>), (etc);</p>
<p>uce n° 2037 Khi2 = 25 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6  implications; (reproduction) of (main) study (<b>documents</b>), (eg) (letters) of approach, topic (guides), (observation) (templates), (data) (management) frameworks (etc).</p>
<p>uce n° 426 Khi2 = 24 uci n° 28 : *aut_Elder *year_1995 *clas_med *c1_cridq *c2_0 *c3_0 *c4_0 *cat_8 *catlev_2 *scat_28 *scatlev_2 *epi_c1 *K_6  how the (data) arc (collected) is also important. audiotaping and videotaping arc common in (interviews), and are often (transcribed) for subsequent (analysis). it is important to assess the accuracy of (these) (transcriptions). (observations) are (<b>documented</b>) in researcher (field) (notes/) or (journals).</p>
<p>uce n° 2010 Khi2 = 24 uci n° 105 : *aut_Spencer *year_2003 *clas_meth *c1_regen *c2_codet *c3_crigq *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_pp2 *K_6  <b>checks</b> on (origin) or (status) or (authorship) of (<b>documents</b>); (audio) or (video) (recording) of (interviews) or discussions or (conversations), (if) not (recorded), were justifiable reasons given;</p>
<p>uce n° 2061 Khi2 = 24 uci n° 106 : *aut_Lewis *year_2006 *clas_pubh *c1_thedet *c2_crigq *c3_0 *c4_0 *cat_18 *catlev_1 *scat_85 *scatlev_1 *epi_c2 *K_6  <b>checks</b> on (origin) or (status) or (authorship) of (<b>documents</b>); (audio) or (video) (recording) of (interviews) or discussions or (conversations), (if) not (recorded), were justifiable reasons given;</p>
<p>uce n° 911 Khi2 = 23 uci n° 52 : *aut_Kisely *year_2011 *clas_psy *c1_crigen *c2_crigq *c3_regen *c4_0 *cat_13 *catlev_2 *scat_36 *scatlev_2 *epi_pp2 *K_3  were key (informant) (interviews) or (focus) (groups) (used)? (did) the (authors) (use) other (data) sources (such) as (<b>documents</b>) or (observations), (including) the physical layout of the setting, the range of (people) involved, the activities that (occur), physical objects that are present,</p>

### Consent

<p>uce n° 1074 Khi2 = 24 uci n° 62 : *aut_Long *year_2004 *clas_meth *c1_cridet *c2_0 *c3_0 *c4_0 *cat_4 *catlev_1 *scat_9 *scatlev_1 *epi_pp2 *K_6  was (informed) (<i>consent</i>) (obtained) (from) participants of the study? have (ethical) issues been (adequately) addressed? (data) (collection:) what (data) (collection) methods are (used) to (obtain) and (<b>record</b>) the (data), and how, for example, provide insight (into:) (data) (collected), appropriateness and (availability) for (independent) (analysis);</p>
<p>uce n° 196 Khi2 = 26 uci n° 15 : *aut_Cesario *year_2002 *clas_nurs *c1_cridq *c2_0 *c3_0 *c4_0 *cat_5 *catlev_1 *scat_7 *scatlev_1 *epi_c1 *K_3  the <b>selection</b> of participants appropriate? (ethical) rigour: were participants (informed) of their (rights)? was (informed) (consent) (obtained) (from) the participants and (documented)? were (mechanisms) developed and (implemented) to (protect) participants (rights)? confirmability, auditability: was the (description) of <b>the (data)</b> (collection) (process) (adequate)?</p>