2022

IGTA Conference Abstract booklet

Contents

This conference is brought to you by the International Grounded Theory Alliance:

Tom Andrews, University College Cork, Ireland

Antony Bryant, Leeds Beckett University, United Kingdom

Barry Gibson, Sheffield University, United Kingdom

Astrid Gynnild, University of Bergen, Norway

Vivian Martin, Central Connecticut State University, USA

Alvita Nathaniel, West Virginia University, United States of America

Pernilla Pergert, Karolinska Institutet, Sweden

Anna Sandgren, Linnaeus University, Sweden

Helen Scott, Grounded Theory Online, United Kingdom

Cathy Urquhart, Manchester Metropolitan University, United Kingdom

Program Timetable

UTC/ GMT	BST (London/ Dublin)	EDT (New York)	PHST (Perth, Australia)	Event
Day 1: September 15th, 2022				
11.00 - 11.10	12:00	07:00	09:00	**Opening Welcome:** Professor Vivian Martin, Central Connecticut State University, USA & Professor Barry Gibson, University of Sheffield, UK
11.10 - 11.40	12:10	07:10	19:10	**Tribute to Barney Glaser (1932 – 2022):** Professor Alvita Nathaniel, West Virginia University, USA
11.40 - 12.25	12:40	07:40	19:40	**Keynote: Some of my best friends are grounded theorists** Professor Tony Bryant, Leeds Beckett University, UK
12.30 - 13.15	13:30	08:30	20:30	**Recalibrating and renewing society** Moderator: Helen Scott, Grounded Theory Online **Revitalising Disclosure: A Grounded Theory of Changing Beliefs in Mental Health.** Brugmans, J, Erasmus University, Rotterdam, Netherlands. **Recalibrating and Renewing Our Views on Extensive Reading: A Grounded Theory of Avidization.** Hadley, G, Niigata University, Niigata, Japan. **Recalibrating Research Involving Participants with Severe/Profound Intellectual Disability:** CGT Analysis of Video Data. Martin, AM, University College Cork, Cork, Ireland.
13.15 - 13.30	14:15	09:15	21.15	Short Break

13.30 - 14.15	14:30	09:30	21:30	**Application in health care research** Moderator: Alvita Nathaniel, West Virginia University, USA **Belongingness challenged: Exploring the impact on older adults during the COVID-19 pandemic.** Derrer-Merk, E, University of Liverpool, Liverpool, United Kingdom. **Formal care decision making and its outcomes: nursing home relocation as a challenge to the identity of Lithuanian older adults.** Charenkova, J, Vilnius University, Vilnius, Lithuania. **Facing Losses in Combat-Related Limb-Loss: A Classic Grounded Theory Study.** Yarwood-Ross, L, University of Wolverhampton, Walsall, West Midlands, United Kingdom.
14.15 - 15.00	15:15	10:15	22:15	Longer break
15.00 - 15.45	16:00	11:00	23:00	**Symposium: The role of the researcher in GT** Moderator: Vivian Martin, Central Connecticut State University, USA **Re-grounding Grounded Theory Method: an anarchist critique of the role of 'expert theoretician'** Donaghey, J, Ulster University, Coleraine, United Kingdom. David Fox, Ulster University, Belfast, United Kingdom. **Intercultural research: How is it possible for a white woman to recalibrate western research practices whilst undertaking grounded theory research in Mumbai?** Allison, J, Anglia Ruskin University, Chelmsford, Essex, United Kingdom. **Positioning positionality/ies in constructivist grounded theory (CGT) research: Opportunities in and implications for the CGT research lifecycle.** Keane, E, National University of Ireland, Galway, Galway, Ireland.

15.50 - 16.35	16:50	11:50	23:50	**Systems and organizations** Moderator: Cathy Urquhart, Manchester Metropolitan University, UK **Exploring the link between a firm's green strategies and internal stakeholders' responses: Applying classic grounded theory method.** Buravas, M, University of East Anglia, Norwich, Norfolk, United Kingdom. **Applying the conditional/consequential matrix to study the development of innovation.** Alboloushi, B, (presenting) Kuwait Technical College, Kuwait, Kuwait. Tiago, J, VTT Technical Research Centre of Finland; Foresight and Data Economy, Espoo, Uusimaa, Finland. **The role of grounded theory as methodology to better understand complex health systems and practices to optimise outcomes.** Ferguson, B, Central Queensland University, Rockhampton, Queensland, Australia.
16.40 - 17.00	17:40	12:40	00:40	Short break
17.00 - 17.45	18:00	13:00	01:00 (16 Sept)	**Social justice issues and constructivist GT** Moderator: Barry Gibson, University of Sheffield, UK **"We're Black, Too": A Grounded Theory of African Students' Intersectional Experiences of Race at Predominantly White Institutions in the American Midwest.** Boswell, E, University of Nebraska Medical Center, Omaha, NE, USA. **Praxis Interrupted: A Case Study of the Minneapolis Sanctuary Movement.** Murray, B, University of California, Los Angeles, Los Angeles, CA, USA. **Renewing Change: Conceptualizing Anti-Racism Culture in Medical Education.** Edwards, C, VCU, Richmond, Virginia, USA.
17.45	18:45	13:45	01:45	End of day one

Day 2: September 16th 2022				
GMT	(London/Dublin)	(New York)	(Manilla, Perth)	Event
11.00-11.55	12:00	07:00	19:00	**Panel discussion:** **Sticky issues in grounded theory: Differing perspectives** Helen Scott, Grounded Theory Online & Cathy Urquhart, Manchester Metropolitan University, UK
11.55-12.15	12:55	07:55	19:55	Short break
12.15-13.00	13:15	08:15	20:15	**A mix of grounded theories** Moderator: Dr Tom Andrews, University. College, Cork, Ireland **Ethnographic Grounded Theory: Forging Strategies for Advancing Social Research.** Babchuk, W, University of Nebraska-Lincoln, Lincoln, Nebraska, USA. **Mixed Methods-Grounded Theory: Contemporary Applications** MC. Howell-Smith, WA Babchuk, TC Guetternam **Why you don't need mixed grounded theory, and why you should use it anyway.** Hampson, T, University College London, London, United Kingdom. **The experience of women with addiction: A constructivist grounded theory inquiry.** Momeni, A, Department of Social Sciences, University of Eastern Finland, Kuopio, Savo, Finland.
13.00-13.45	14:00	09:00	21:00	Longer break
13.45-14.30	14:45	09:45	21:45	**Keynote: Experiencing grounded theory: A conversation with Odis E Simmons (PhD)** Professor Astrid Gynnild, University of Bergen, Norway
14.30-15.00	15:30	10:30	22:30	**The issue of competing core categories** Moderator: Anna Sandgren, Linnaeus University, Sweden **Carrying the facilitator responsibility – Healthcare professionals' experiences of guiding moral case deliberations in**

				paediatric oncology. Bartholdson, C, Karolinska Institutet, Stockholm, Sweden. **Positioning ethics when patient care is prioritized – Healthcare professionals' experiences of implementing clinical ethics support in childhood cancer care.** Pergert, P, Karolinska Institutet, Stockholm, Sweden.
15.00-15.20	16:00	11:00	23:00	Short break
15.20-16.05	16:20	11:20	23:20	**Methods think tank** Moderator: Tony Bryant, Leeds Beckett University, UK **Forging a path of discovery using Visual Grounded Theory (VGT): value and attributes.** Ridge, J, University of Northampton, Northampton, Northamptonshire, United Kingdom. **Leveraging CAQDAS Numbers to Ground a Theory.** Boswell, E, University of Nebraska Medical Center, Omaha, NE, USA. **Memoing as the building blocks of Constructivist Grounded Theory.** Fitzgerald, D, National University of Ireland, Galway, Galway, Galway, Ireland.
16.10-16.40	17:10	12:10	00:10 (17 Sept)	**Pediatric Health** Moderator: Pernilla Pergert, Karolinska Institutet, Sweden **Navigating asthma – the Indian immigrant child in a tug-of-war: a constructivist grounded theory.** Sudarsan, I, Massey University, Wellington, Wellington, New Zealand. **Humanising experiences of child instigated harm via a mediator or wrapping.** Rutter, N, Durham University, Newcastle, United Kingdom.
16.40-17.00	17:40	12:40	00:40 (17 Sept)	**Closing Remarks:** Professor Vivian Martin, Central Connecticut State University, USA & Professor Barry Gibson, University of Sheffield, UK

Opening Welcome

Professor Vivian Martin; Professor Barry Gibson

A Tribute to Barney Glaser

Bio: *Alvita Nathaniel*

Alvita Nathaniel, PhD, is the Editor of The Grounded Theory Review, an open access online journal focusing solely on classic grounded theory. Dr. Nathaniel is Professor Emerita and past department chair at West Virginia University School of Nursing. Mentored by Barney Glaser, Nathaniel continues with grounded theory initiatives. In addition to her grounded theory publications, she co-authored the nursing textbook, Ethics & Issues in Contemporary Nursing, which is now approaching its 6th edition. Writing the ethics textbook led to her grounded theory research on moral reckoning, which she continues to pursue along with additional scholarship focusing on the two main foci of classic grounded theory and nursing ethics. She is Fellow of the Grounded Theory Institute, Fellow of the American Academy of Nurse Practitioners, and Fellow of the West Virginia University Academy of Excellence in Teaching and Learning. Email: anathaniel@hsc.wvu.edu

Abstract

This presentation is a tribute to Dr. Barney G. Glaser, the co-originator and constant champion of the original grounded theory methodology. Glaser, along with his co-researcher, Anslem Strauss, changed the research landscape with the seminal work, The Discovery of Grounded Theory, the book that first described grounded theory and established its rigorous procedures. Following the publication of Discovery, Glaser spent decades teaching and mentoring grounded theorists. He founded the Grounded Theory Institute, Sociology Press, and the Grounded Theory Review. He wrote or co-wrote more than 30 books and papers focused on grounded theory. To preserve the original method and contribute to future researchers, Glaser hosted innovative grounded theory seminars in the U.S. and Europe. World renowned as the originator of classic grounded theory, Glaser taught and mentored hundreds of researchers through the years, some of whom have contributed to this presentation.

Keynote 1 Some of my best friends are Grounded Theorists

Professor *Tony Bryant*

Abstract

I suppose you could say that I 'discovered' grounded theory in the 1990s. One of my PhD students told me he wanted to use the method in his research. I was intrigued as prior to this I had found that students proposing use of Grounded Theory in their research usually went on to say that they had not formulated their research questions, would not be reading the literature, and that no research existed in this context. In my role as a member of the university research committee I sent such proposals back for revision. I was, however, prompted to read Discovery and Time for Dying, and began to understand the power and potential of the method, as well as identifying certain critical weaknesses and ambiguities. This led to my making contact with Kathy Charmaz, with whom I edited The Handbook of Grounded Theory, in the process meeting Barney Glaser and making contact with many other grounded theorists.

This has provided the basis for friendship and partnership with an ever-expanding circle of grounded theorists of many varieties, as well as recognition that there are also other groups of people practicing grounded theorizing without perhaps realizing it. In contrast, there are unfortunately, many others who are far too ready to criticise the method without an appreciation of its depths and value to the research community.

BIO

Antony Bryant is Professor of Informatics at Leeds Beckett University, Leeds, UK; Chief Researcher, The Education Academy, Institute of Educational Research, Vytautas Magnus University, Kaunas, Lithuania After completing a PhD on 'The New Left in Britain' at LSE, he lectured in sociology at the universities of Leeds and Durham, before completing an MSc in Computing, then working in commercial software. From there he took up a lectureship in Computing at Leeds Polytechnic, now Leeds Beckett University, and was promoted to Professor in 1993.

He has written extensively on qualitative research methods, being Senior Editor of The SAGE Handbook of Grounded Theory (2007) and The SAGE Handbook of Current Developments in Grounded Theory (2019); both co-edited with Kathy Charmaz. His writing on Grounded Theory includes Grounded Theory and Grounded Theorizing (Oxford, 2017), The Varieties of Grounded Theory (SAGE, 2019), and 'Continual Permutations of Misunderstanding: The Curious Incidents of the Grounded Theory Method', Qualitative

Inquiry, May, 2020.

Other recent writings include Digital and Other Virtualities: Renegotiating the Image, co-edited with Griselda Pollock (IB Tauris, 2010); 'Liquid uncertainty, chaos and complexity: The

gig economy and the open source movement', Thesis Eleven, FEB 2020; 'A Conversation between Frank Land and Antony Bryant', Journal of Information Technology, June, 2020

Parts 1 and 2; What the Web has Wrought 39; Informatics 2020, 7(2), 15.

Keynote 2: Experiencing grounded theory: A conversation with Otis E Simmonds

Professor Astrid Gynnild (Presenting) astrid.gynnild@uib.no *and Dr* Otis E Simmons, PhD

KEYNOTE

Abstract

In this keynote, Dr. Odis Simmons provides key insights into learning, doing, teaching, and applying classic grounded theory. As one of the first students of Glaser and Strauss, he shares from his broad experience in working with the method over a period of more than fifty years. With his professional background as a therapist he discusses fears that students might have during the research process and how they are overcome. He also brings examples on the impact of open questions as well as his development and application of grounded action and grounded therapy. Simmons sheds new light on the diverging perspectives of Glaser and Strauss from the beginning, and points out, in an inclusive manner, why classic grounded theory and constructivist grounded theory should be considered two different methods.

Bio

Dr. Odis E. Simmons was one of the first students of Glaser and Strauss at the University of California, San Francisco beginning in 1970. He got his PhD in Sociology at the University of California, San Francisco in 1974. His first academic position was at the University of Tulsa, Oklahoma. From there he went to Yale University in Connecticut, where he directed the Self-Care Program in the Medical School. From there he and his wife decided to take the plunge and move to the Northwest. After 14 years as a therapist, Simmons went on to a faculty position at Fielding Graduate University, where he developed his own program in classic grounded theory. Since 1971 when he was a student of Glaser and Strauss, he has taught classic grounded theory to hundreds of students. He held the position at Fielding for 16 years until he retired in 2014. Following up on his teaching career, Dr. Simmons has written Experiencing Grounded Theory: A Comprehensive Guide to Learning, Doing, Mentoring, Teaching, and Applying Grounded Theory (BrownWalker Press 2022). Dr. Simmons was a close friend of Barney G. Glaser and is a Fellow of the Grounded Theory Institute.

Abstracts - 15th September

Revitalising Disclosure: A grounded theory of changing beliefs in Mental health

Dr. Johan Brugmans (Presenting) johan.brugmans@home.nl

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Abstract

Closeness to patients in healthcare is essential but with certain restrictions. It is clear that health professionals keep a professional distance from the patient. Personal experiences do not belong on the work floor, an objective attitude fits best with patients. This assumption is in coherence with the biomedical model that is still dominant in psychiatry. For several years, experts by experience are on the agenda of many mental health organizations. The formally educated health professional meets the expert by experience. Their education is different and with that his attitude towards disclosure. Personal experiences with mental challenges are an essential resource in their work. The interaction between these workers with different perspectives was the start of three years of research based on the methodology of classic grounded theory (Glaser & Straus, 1967) in two mental health organizations. In the end, the substantive theory of revitalizing disclosure emerged. Revitalizing disclosure is a discovered pattern that emerged in a substantive area where health professionals have a professional standard about disclosure. This standard seems to be losing ground and has to be renewed that is what revitalizing disclosure is. The old assumption about disclosure will be challenged (Alvesson & Kärreman, 2011). The theory of revitalizing disclosure offers workers in mental health organizations insight into a process which can help them to grow as professional and human beings. It is helpful to know how to support organizations who want to change their focus on more recovery-oriented care with experts by experience as a crowbar (Bracken & Thomas, 2005).

The concepts of the theory:

Main concern: professional identity loss with the main properties: social order confusion and ambiguity of beliefs.

Core category: revitalising (disclosure).

Sub-categories: socialization, sharing vulnerabilities, identification, fearing stigma and boundaries of professionals.

Building blocks of the theory:

Typology of disclosure with four different types of behaviour, based on cross-tabulation of the discovered dimensions sharing vulnerabilities and mental challenges.

The basic social process with 3 stages:

stage 1: Breaching boundaries

stage 2: Sharing vulnerabilities and the fear of stigma

stage 3: Recognising the power of identification

Application: The typology of disclosure is recognisable for workers in mental health and helps them to understand the fluidity of behaviour in different contexts.

Modification: the theory is still developing and modification opportunities are coming clear by keeping collecting data during interactions and discussions with people who struggle with the topic and are close to the origin's main concern.

Future: The Expert by experience was a catalyst in the process of revitalising disclosure in this research. The workability was limited because the ignition was only possible by these experts. Bringing the theory into practice learns us that the typology fits in a new context without experts by experience. With that, the relevance gets more important and the application more powerful.

Keywords: classic grounded theory, mental health, revitalising disclosure, typology, application.

Recalibrating and Renewing Our Views on Extensive Reading: A Grounded Theory of Avidization.

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Abstract

Extensive Reading (ER), is an approach to the teaching of English to speakers of other languages through requiring learners to read large amounts of material that is graded at their individual proficiency levels. ER has rapidly spread over the past thirty years to second language classrooms around the world, and has been bolstered by studies finding that it can dramatically improve a second language learner's vocabulary, reading speeds, and second language comprehension (Hinkel 2006 ; Al-Homoud & Schmitt 2009 ; Dao 2014). Even so, English language teachers often face challenges, Symsuch as passive student resistance, apathy, and low retention levels. These problems necessitate a renewed view on what is happening with second language learners and Extensive Reading.

 Based upon the grounded theory methodology as described in Charmaz (2014) and Hadley (2017), a grounded theory of learner social processes in ER courses will be presented. These processes, however, pertain not only to Extensive Reading, but also inveigh a recalibration of our views about reading in the first language context as well. Presentation attendees will also receive suggestions on how to leverage the reading social processes of this theory in educational settings, with the hope of guiding learners towards becoming avidized readers.

Recalibrating Research Involving Participants with Severe/Profound Intellectual Disability: CGT Analysis of Video Data.

Dr. Anne-Marie Martin (Presenting) a.martin@ucc.ie; Dr. Tom Andrews t.andrews@ucc.ie; Prof. Juliet Goldbart j.goldbart@mmu.ac.uk; Dr. Margaret Landers m.landers@ucc.ie

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Manchester Metropolitan University, Manchester, United Kingdom

Abstract

Researchers are often challenged regarding rigour and trustworthiness in studies involving people with severe/profound intellectual disability due to their specific communication methods. Classic Grounded Theory (CGT) provided a robust and rigorous methodology to study interactions involving people with severe/profound intellectual disability. CGT methodology was adopted to generate a theory that explains the methods and processes people use to communicate with and understand each other in such interactions. An important factor to consider in this study was the means of identifying the main concern of participants with severe/profound intellectual disability. As the unit of analysis in CGT is behaviour, it accommodates this groups means of communicating through non-verbal, behavioural methods. Secondly, rigorous adherence to CGT in-built methods for quality control, particularly the constant comparative method, supports reasonable confidence that participants perspectives were captured. Lastly, as CGT seeks to explain patterns of behaviour people use to address a concern, the seamless integration of the principles of behavioural theory strengthens the case that participant behaviours were accurately coded. Although the study involved multiple data collection methods, this paper will present the methods used to analyse video data specifically. As the participants communicate through non-verbal methods, video recordings were the most effective method of data collection. The video recordings enabled repeated viewing of and attention to the communicative behaviours of participants. Furthermore, it enabled their inclusion in the study and avoided the use of proxy reporting. This study resulted in the Theory of Reconciling Communication Repertoires being generated.

Aim: To present the strategies used to analyse video data involving participants with severe/profound intellectual disability who communicate non-verbally.

Methodology: Classic Grounded Theory methodology was used.

Methods: Theoretical sampling, data collection and analysis were concurrent. Video data was collected on 27 separate occasions totalling 8 hours, 42 minutes and 3 seconds. Interactions occurred for 17 minutes or 3.29% of the total recorded time. There were 121 interactions in total. Saturation was reached after analysing 45 interactions. Recordings were analysed in 3-5 second intervals. Analysis progressed from substantive to theoretical coding and included rigorous adherence to key strategies including open and selective coding, memoing, constant comparison, conceptualising and sorting. Seamless integration of Behavioural Theory principles of behaviour definition and antecedent/consequence

identification supported labelling of behaviours during open coding and provided a good foundation for constant comparison.

Theory Development: The Theory of Reconciling Communication Repertoires was generated. Nurturing a sense of belonging emerged as individuals' main concern that is resolved by reconciling communication repertoires. Interactions are navigated through five stages; motivation to interact, connection establishment, reciprocally engaging, navigating understanding and confusion resolution.

Conclusions: The use of video recordings enabled capture of the non-verbal communication methods used by participants. However, as this communication method is open to interpretation, care needed to be taken to ensure their perspectives were captured. Detailed examination of the videos, rigorous adherence to CGT methodology and integration of behavioural theory resulted in a reasonable confidence regarding capturing the perspectives of participants with severe/profound intellectual disability who communicate non-verbally.

Belongingness challenged: Exploring the impact on older adults during the COVID-19 pandemic.

Mrs Elfriede Derrer-Merk (Presenting) e.derrer-merk@liverpool.ac.uk*; Mr Adam Mannis* a8mannis@liverpool.ac.uk*; Prof Scott Ferson* scott.ferson@liverpool.ac.uk*; Prof Richard P Bentall* r.bentall@sheffield.ac.uk*; Prof Kate M Bennett* kmb@liverpool.ac.uk

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Abstract

Objectives:

The sense of belonging is a fundamental human need. Enacting it through face-to-face social activities was no longer possible during the COVID-19 pandemic. In this study, we investigate how the sense of belonging, and how it is enacted, changed longitudinally amongst older adults in the UK. In addition, we examine the interplay of the sense of belonging and resilience over time.

Methods: We employed a longitudinal qualitative research design to explore the experiences of older adults during one year of the COVID-19 pandemic (April 2020-April 2021). The analysis was undertaken with constructivist grounded theory (Charmaz). We used this method to understand what does this experience mean to participants, it enabled us to create mutual knowledge of the experiences, and helped with constant comparison to develop a theory.

Findings: Before the pandemic older adults were free to engage in social relationships with family and friends, often enacted within social activity groups where they felt valued and gained positive experiences. During the pandemic face to face enactment of belongingness was reduced; adjustments needed to be made to maintain the sense of belonging. The experience of older adults was heterogeneous. We examine three themes. First, how belongingness was enacted prior to the pandemic. Examples include: family holidays, visiting each other, sports activities, eating with friends and family, and visiting cultural events. Second, how participants adapted and maintained their social involvement. Examples include: distanced face-to-face activities; and learning new technology. Third, for some, a belongingness gap emerged and persisted. There was an irretrievable loss of family members or friends, the closure of social groups, or withdrawal from groups as priorities changed. As a consequence, of challenged belongingness, participants expressed increased loneliness, anxiety, social isolation, frustration, and, feelings of depression. For many, the disrupted sense of belonging no longer fostered resilience, and some previously resilient participants were no longer resilient.

Formal care decision making and its outcomes: nursing home relocation as a challenge to the identity of Lithuanian older adults.

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Abstract

Background. Relocation to a nursing home is considered to be one of the most significant transitions in older age. Even if the move was planned, this often last change of residence in old age is usually associated with significant changes in regular lifestyle, increased rates of stress, depression and mortality, and having a negative effect on a person's sense of identity continuity (Riedl, Mantovan & Them, 2013; Theurer et al., 2015). On the other hand, relocation, like other transitions, is likely to not only create challenges and difficulties but also have the potential to open up new positive opportunities for personal identity.

The aim of the research was to explore the identity continuity of older people after relocation to a nursing home. The aim was further detailed by the following questions: what role does moving to the nursing home play in older people's life stories? What contextual and personal factors have an impact on the relocation decision? What challenges do older people face after relocation and what coping strategies do they use to (re)construct their identity after relocation?

Methodology and Methods. Research data was collected in 2017-2019 through semi-structured interviews with 25 nursing home-dwelling older adults (9 males and 16 females). Research participants were asked to tell their life stories from birth until the current stage of their lives. More specific questions followed to elaborate on relocation experience and further nursing home adaptation. Charmaz's (2006) version of grounded theory was employed to reveal authentic experiences of nursing home relocation.

Conceptualisation/ theory development. Significant changes in leisure and occupation habits, availability of social support and daily routine put a strain on Lithuanian older people's identity after nursing home relocation. The context of relocation (reasons and motives of the move, older person's role in decision-making, availability of social services, etc.) also played an important role for subsequent adaptation to a new life. Thus five preconditions for the identity continuity of older people were distinguished: fostering personally meaningful relationships, maintaining a positive attitude towards life, staying active, maintaining autonomy and sense of control, and creating a sense of being "at home". Additionally, older people employed three different strategies to cope with the challenges and support their identity after the move: continuity, compensation and discovering the benefits. These aspects of created grounded theory, as well as potential outcomes to older person's identity after nursing home relocation, will be discussed further during the presentation.

Conclusions. To adapt to cardinal changes in lifestyle and to maintain a sense of identity continuity, older people, even if they have chosen to live in a care home themselves, need to put a lot of adaptive effort. Even though moving to a residential care facility can also open up new, positive opportunities for personal identity, the crisis experienced by older people and the feeling of meaninglessness in life often demand the active support of social workers in residential care facilities and the existing social network.

Facing Losses in Combat-Related Limb-Loss: A Classic Grounded Theory Study

Dr Lee H Yarwood-Ross (Presenting) l.yarwood-ross@wlv.ac.uk

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Abstract

Combat-related limb-loss has been brought to the attention of the public and the political agenda due to the increased survival rates of injured veterans afforded by advances in body armour, better emergency treatment on the battlefield and improved evacuation methods. In the United Kingdom and United States, approximately 1900 veterans sustained an amputation as a result of the Iraq and Afghanistan conflicts (Ministry of Defence, 2019, Fischer, 2015). A dearth of qualitative studies currently exists in relation to combat-related limb-loss from the post-2001 conflicts, specifically in relation to the physical and mental wellbeing of veterans after amputation.

Method: A classic grounded theory approach (Glaser, 1998) was adopted in this study (November 2012 – June 2018), which employed the use of coding, constant comparison, theoretical sampling and memoing. In line with the classic grounded theory methodology, multiple data sources were utilised such as face to face and online interviews, autobiographies, documentaries, YouTube videos, online blogs, newspaper/online articles, symposia and armed forces' charity websites and theatrical plays.

Theory Development: The substantive grounded theory of 'facing losses' details how veterans deal with their physical, mental and professional losses when they lose their limbs. In order to work to resolve these losses and move forward in their rehabilitation, veterans go through a process of 'dealing with uncertainty', 'acceptance' and 'finding meaning'. The theory details the behaviours of veterans, from the frontline through to their rehabilitation and medical discharge. The theory of 'facing losses' contributes a unique conceptual understanding of the physical and psychosocial factors that impact on veterans' experience of limb-loss, which has not been noted in the wider literature.

Conclusion: The theory has generated insight into the complexities involved in sustaining combat-related limb-loss from the veterans' perspective. Specifically, a theoretical explanation as to how they face uncertainty, acceptance and finding meaning has been discovered.

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Re-grounding Grounded Theory Method: an anarchist critique of the role of 'expert theoretician'

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Abstract

Rather than attempt to adapt Grounded Theory (GT) to indigenist/critical approaches (Bainbridge et al., 2013), we offer an immanent critique of GT at the level of research ethics, methodology and method, based upon an anarchist reading of GT's 'first principles' – particularly its commitment to empirically grounded theoretical development. Akin to indigenist research approaches, anarchist political philosophy and militant ethnography are animated by long-running challenges to distinctions between theory and practice (Ferguson, 2011). This vantage point reveals scope to re-ground GT, especially at the theory development stage.

The non-exploitative ethics and methodologies of anarchist and indigenist approaches overlap significantly with GT (Gordon, 2006; Smith, 2021), not least in their shared emphasis on immersion in the field, 'giving voice' to research participants, and challenging the role of abstract high theory. However, an important difference is the role of the 'expert theoretician' within GT. Glaser stresses that the basic contribution of GT is the development of theoretical knowledge – but, towards this end, he argues that non-academic expert knowledge is merely 'empirical, experiential … descriptive [and] non-theoretical', while GT practitioners are privileged with the responsibility for developing 'theoretical knowledge' (1978, p. 13). This strong distinction between theoretical and practical knowledge is anathema to participatory anarchist and indigenist research methods, but is also, we argue, contradictory to the basic premises of GT itself.

The hierarchisation of theoretical knowledge that occurs here is open to the very same criticisms that have been levelled at other research approaches by GT practitioners – Glaser, for example, argues that 'being doctrinaire, and revering "great men" interferes both with sensitivity to the data and with generating those ideas that fit and work best' (1978, p. 9). We argue that this continues to occur when theoretical development is understood as the exclusive domain of academically trained Grounded Theorists, while reproducing harmful social hierarchies.

A re-grounded GT approach meaningfully includes research communities as collaborators in an iterative, dialogical exchange including at the level of theory. This is importantly distinct from the traditional GT role of the researcher-as-expert who does the 'big thinking' on the research participants' behalf. This is not to dismiss the role of the researcher entirely, but there is a clear need to counterbalance these hierarchical implications, and to retrench a grounded approach to theory development within the fieldwork itself.

Our presentation will outline this immanent critique at the level of ethics and methodology, before suggesting practical research method examples of how this re-grounding can be achieved, drawing on Donaghey and Fox's on-going fieldwork.

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Intercultural research: How is it possible for a white woman to recalibrate western research practices whilst undertaking grounded theory research in Mumbai?

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Abstract

I am using constructivist grounded theory methodology to investigate the process of engagement or disengagement in undergraduate psychiatry education in Mumbai. For the last 60 years there have been calls in Indian psychiatry literature to teach the medical students to assess and treat mental illness that the millions who currently go untreated might receive help. However, medical students have little interest in psychiatry so do not engage. Despite expert opinions as to why this might be, no-one has asked the students themselves, and the situation perpetuates. The purpose of my research is to explore this lack of engagement.

However, I am a white woman undertaking intercultural research in India, with the challenge, should I be doing so? Much criticism exists of researchers from former colonial countries researching amongst the former colonised, with the postcolonial critique claiming such research can only perpetuate oppression. Yet voices are arising to challenge this stance, suggesting a recalibrated positionality, named as post-postcolonialism. Such a recalibration means actively moving beyond a postcolonial assumption of oppression to inhabit a 'space in between', thereby enabling useful understanding of 'other' through the application of a decolonisation process. Decolonisation aims to create respectful, collaborative, appropriate research through reflexivity and altered praxis - doing things differently.

Aim:

To explain how I have recalibrated western-based grounded theory practice to enable intercultural, post-postcolonial research in Mumbai.

Objectives:

To demonstrate the importance of surety and congruence in philosophical positioning within intercultural grounded theory research.

To explain how I utilised reflexivity to identify and mitigate my researcher presuppositions, particularly post-colonial assumptions.

To present an overview of my application of the decolonisation process.

Methodology:

I chose to use constructivist grounded theory as I hold a relativist ontological and social constructivist epistemological position, which marry with the necessity to co-construct meaning, actively building multiple perspectives together to construct understanding of a little considered topic. Co-construction of understanding enabled a two-way continual

clarification process, so as not to misinterpret cultural context. I used focus groups as the primary data gathering tool to encourage co-construction, plus secondary interviews and used an online survey to test the emerging theory with a wider group of interns in the latter stages.

Conceptualisation:

The research is due to complete September 2023. However, there is an emerging theory of disengagement :

 "We don't think about the patients", because of:

The system – "the system made us this way" - learn facts to pass exams.

The culture – "they'll sign you off anyway" - 'bunking' is expected.

The future – "ranking" determines your future; prioritise knowledge to get you there.

Conclusions:

Constructivist grounded theory is the ideal methodology for my purpose, for my intercultural context and for myself as a relativist, social constructivist post-graduate researcher. Its ontological and epistemological underpinnings are ideally suited to research in a different cultural context, and it enables the flexibility to 'do things differently' whilst holding true to the essentials of the grounded theory methodology. I will explain how I put constructivist grounded theory into practice in Mumbai.

Positioning positionality/ies in constructivist grounded theory (CGT) research: Opportunities in and implications for the CGT research lifecycle.

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Abstract

Over the last ten-fifteen years, important developments in grounded theory methodology have included the critical turn within the constructivist tradition. This has increasingly included a focus on the rationale for the recognition of the importance of researcher (and participant) positionality/ies within constructivist grounded theory (CGT) studies (Clarke, 2005; Bryant and Charmaz, 2007; Keane, 2015; Charmaz, 2017; Charmaz et al., 2018; Keane, 2023). This is in line with the philosophical underpinnings of a constructivist GT methodological approach, which emphasise interpretivist understandings built upon relativistic epistemologies and the recognition of multiple realities, with knowledge/s of these realities being socially constructed (Charmaz, 2000). In this context, the researcher positionality and historicality are inescapable (Clarke, 2005).

Less attention has been paid, however, to the enaction of this critical work throughout the lifecycle of a CGT project. This presentation aims to explore opportunities throughout the CGT lifecycle for critical engagement with researcher-participant positionality/ies, including the implications for each stage of the research project, from initial research design, through data collection and analysis, and final write-up. Using Keane's (2021) (see also Keane and Thornberg, 2023) overview of the CGT research process, techniques for developing and embedding critical reflexivity within a CGT study will be examined, including positionality journaling, the use of critical analytic memoing (Keane, 2022), and researcher self-disclosure (Keane, 2023). The importance, usefulness, and implementation of such approaches will be considered in research that simultaneously prioritises the development of a conceptual analysis within a substantive field, in line with the core purpose of GT methodology. This work extends Charmaz's repositioning of grounded theory on a new epistemological basis towards the establishment of its axiological foundation.

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"We're Black, Too": A Grounded Theory of African Students' Intersectional Experiences of Race at Predominantly White Institutions in the American Midwest.

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Abstract

Overview: This study employed a qualitative grounded theory design to examine African-born students' experiences of race and racism at predominantly White institutions (PWIs) of higher learning in the state of Nebraska (USA). A set of twelve semi-structured interviews with students representing four Nebraska PWIs was analyzed using constructivist grounded theory methods (Charmaz, 2014) throughout three rounds of iterative coding. The findings ground an original theoretical model of counter-knowledge networks whereby African students are affirmed and informed by their same-country and same-region peers. Participants reported that they garner personal and institutional resources from these networks that aid them in navigating their campus racial climate and in continually re-interpreting their lived realities in the context of their pre-arrival expectations. Implications of this study include expanding intersectional lenses toward campus antiracism efforts and adding complexity to perceptions of Blackness among non-Black students, faculty, staff, and other members of campus communities.

Background: Anti-Black racism is an urgent problem in the United States and at U.S. predominantly White institutions. One subgroup of students who can help us learn more about this problem is African-born students who experience a PWI through intersecting lenses of race, culture, language, ethnicity, gender, religion, class, academic discipline, and other facets of their lives. This research centers the experiences of African-born students at predominantly White campuses in the state of Nebraska to better understand how U.S. PWIs can enhance their anti-racism efforts and interrupt the symbolic violence of the enduring and intertwined legacies of slavery and colonization.

Purpose and Aims: The purpose of this research was to generate a theoretical model explaining how African-born students at PWIs experience and navigate a campus racial climate that may include specifically anti-Black forms of discrimination. The specific aims of this project included the following:

1. To illuminate the asset frameworks with which to view African-born and all minoritized students;
2. To challenge essentializing institutionally-centered labels such as 'domestic' or 'international' that obscure the nuanced and intersectional campus experiences of Black, African-born students navigating a U.S. PWI;
3. To propose ways that understanding African-born students' experiences can further a PWI's anti-racism efforts; and

4. To generate an original theoretical model to explore and explain how African-born students leverage personal and institutional resources to navigate a campus racial climate that may include specifically anti-Black forms of discrimination.

Findings: This qualitative study grounded a theoretical model of counter-knowledge networks to describe and explain how Black, African students at predominantly White institutions in Nebraska experience their campus racial climate. The primary data sources were semi-structured interviews of twelve African-born students enrolled in four colleges and universities in Nebraska. Interview data show Participants' views on the racial and ethnic labels assigned to them by their institutions; details of their racial socialization on campus and in the larger community; and the social, personal, and institutional assets that make it possible for them to survive and thrive in U.S. higher education. As such, this work stands to occupy an important place in studies of the African diaspora in North America.

Praxis Interrupted: A Case Study of the Minneapolis Sanctuary Movement.

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Abstract

The sociopolitical dynamics unleashed in 2020 left our communities reeling, while also bringing forth a much-needed reckoning with racism in the United States. At the end of May that year, Minneapolis became the epicenter of a global movement challenging entrenched anti-Blackness and police violence; evolving into a wave of national demands to defund police departments across the United States. Among the defunding proposals, advocates suggest redistributing police officers' mental health-related calls and responsibilities to social workers (Jacobs, et.al, 2020). Research literature examining combined police/social work interventions already exists, indicating inconclusive effectiveness of such practices (White & Weisburd, 2018; Giwa, 2018; Lamin & Taboh, 2016; Sacks & Chow 2018). Nascent in the literature is an emergent subfield called anti-carceral social work. This framework advocates investing in professional practice grounded in feminist abolitionist theory, using collective, non-policing interventions to address social problems. An anti-carceral framework provides the foundation for a broader conceptual analysis of social work's role in community safety. Is there a praxis here to explore? What can anti-carceral social work practice look like on the ground? To investigate these questions, we examine the case site of the Minneapolis Sanctuary Movement, a "volunteer-run community care effort" (Minneapolis Sanctuary Movement, 2020). Following the murder of George Floyd, the national guard occupied Hiawatha Avenue in Minneapolis with armored vehicles, displacing an encampment of unhoused people. Some found shelter in a nearby Sheraton Hotel, which hundreds of volunteers including social workers rapidly turned into a shelter (the Sanctuary) during the following weeks of mass protest. Through this study, I examined the crisis relief efforts of the Sanctuary Movement, emphasizing social workers' and social service professionals' roles and the ethical issues that surfaced. The primary objectives of this study were to explore 1) the praxis of social work and social service occupational identity and activism 2) the practices and interventions used and 3) the theorizing done by participants around abolitionist praxis in delivering community care and safety. Using constructivist grounded theory, I conducted a set of 17 semi-structured interviews with organizers and volunteers involved in the Sanctuary, using a snowball sampling method due to the decentralized nature of the efforts. This abductive methodology focuses on understanding phenomena through people's perceptions, drawing from symbolic interactionism. In this way, my methodology is literally grounded in seeking to understand how human meaning-making yields action and consequence, which is why it was the most appropriate approach to reach my research objectives. Through extensive line by line coding and memoing, which rendered focused codes, the data yielded four primary categories: 1) Wanting to help 2) Acting within a confounded praxis but confronting multiple barriers 3) Processing with the turmoil of false dichotomies and 4) Sitting with an unsettled reality. These categories represent different phases of a theory on interrupted abolitionist praxis, illuminating the process through which participants navigated a complicated reality while attempting to

maintain their abolitionist ideologies. Overall, this case study provides a glimpse into the potentials of anti-carceral social work along with pitfalls needing further research.

Renewing Change: Conceptualizing Anti-Racism Culture in Medical Education.

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Abstract

Ongoing racial strife in the United States has reignited mass calls to eradicate structures of racism not only in general society but also within organizations and institutions such as schools of medicine (Yousif, Ayogu, and Bell, 2020;). While most medical education institutions adopt diversity and inclusivity initiatives to broaden participation in academic environments, empirical evidence about how these initiatives encourage cultures of anti-racism is lacking. Furthermore, literature and resources are scarce for identifying indicators of cultures of anti-racism in academic settings.

Objectives

The objectives of this study are: (1) to explore the experiences of anti-racism, racism, and ally-ship that racially underrepresented students experience in schools of medicine; and (2) to construct a conceptual model that outlines the values, policies, procedures, and activities that racially and ethnically underrepresented stakeholders identify as key indicators of anti-racism culture in their school of medicine.

Methodology

This study employs a constructivist Grounded Theory design. Constructivist models of Grounded Theory allow for examinations of a phenomenon through the lens of critical inquiry (Charmaz, 2017). Unlike other approaches to Grounded Theory, the constructivist model acknowledges the role of historical, social, and situational conditions concerning the research and the research products. As a study investigating cultures of anti-racism, the constructivist approach to Ground Theory provides the appropriate methodological context to explore the complexities of this phenomenon.

Methods

Consistent with constructivist Grounded Theory designs, conducted intensive semi-structured interviews (Charmaz, 2014). The interviews were 60 -minute sessions designed to explore participant experiences of racism and ally-ship in these academic and professional environments so that we may better understand how participants conceptualize these two domains of their lived experiences.

Conceptualisation

Participants identified three key constructs in establishing cultures of anti-racism in medical education: Open Acknowledgement of Bias, participants conveyed a need for members of the institutional community to acknowledge and speak out against bias in order to progress

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and sustain cultures of anti-racism in medical education. Establishing Communities of Change conveys participants' perception that anti-racism cultures in medical education require community efforts from students, faculty, and administrators who collectively work towards change. Lastly, Meaningfully Examining Institutional Policies and Procedures That Contribute to and Diminish Anti-Racism, through this theme participants conveyed a need to not only examine but also dismantle policies and procedures that contribute to diminished cultures of anti-racism in medical education institutions, such as addressing "curriculum or policies that harm students".

Conclusions

Findings from this study can be used to better align diversity and inclusivity initiatives to support cultures of anti-racism as well as better understand what experiences of racism and ally-ship are most salient for racially and ethnically underrepresented communities at their universities and thus how best to develop meaningful and effective interventions. Additionally, these preliminary findings set the ground for a framework that can outline indicators of anti-racism culture in medical education institutions.

Exploring the link between a firm's green strategies and internal stakeholders' responses: Applying classic grounded theory method.

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Abstract

Given the environmental crisis that pervades the current global agenda, business and civic leaders are expected to demonstrate heuristic and tangible actions in order to be seen to implement a positive impact upon the world's eco-environment (Asgary et al., 2019). Extant literature in the area of sustainability in business recognises the importance of convincing internal stakeholders of both the efficacy and the significance of a firm's green strategies (Renwick et al., 2013). Whilst scholars have attempted to seek both novel and effective ways to promote green engagement amongst the internal workforce (Gond et al., 2017), their studies have mainly focused upon the managerial perspectives and neglected the attitudes of other internal stakeholders. Moreover, most of these studies explored firms' green strategies through the lens of general management theories. A theory to facilitate the understanding of organisational behaviour, in the 'green' context has not yet been developed. This study, therefore, aims to bridge this epistemological gap by generating a new theory for this field. The classic grounded theory research method was applied and through constant comparison, theoretical sampling and memoing, a theory in 'organisational green behaviour', entitled "Reconciling Green at Work" gradually emerged. The substantive area of this study covered UK-based, profit organisations, and thirty-one participants from various UK-based organisations were interviewed. The theory proposes that internal stakeholders seek to reconcile green tasks/goals with other work priorities in order to resolve their main concern, which is compliance with green strategies within the workplace. Four types of internal stakeholders emerged, based upon their observable green behaviours in response to a firm's green strategies. The theory recommends that green managers should pay attention to the explicitness, readiness, and accessibility of green strategies because these three dimensions not only directly impact the psychological and behavioural processes of internal stakeholders, but also influence the prevailing green ambience within a firm. Finally, the theory suggests future research into organisational green behaviour focuses more on the psychological aspects of individuals within a firm.

KEYWORDS: sustainability in business; greening an organisation; green strategies behaviour; green psychology; internal stakeholders; employee green behaviour; classic grounded theory

Applying the conditional/consequential matrix to study the development of innovation.

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Abstract

In Grounded Theory research, different analytic tools can be utilised to help researchers in coding, analysing data and developing theory. Based on the nature of the study and the emergent concepts, the use of such tools is discretionary and in several instances dependent on the chosen Grounded Theory approach.

The conditional/consequential matrix is an analytical tool used in Grounded Theory to help the researcher provide a thorough and persuasive explanation of the phenomenon under inquiry. Strauss and Corbin (1998) propose the use of the conditional/consequential matrix during the selective coding stage of the analysis, where it helps visualising the phenomenon within different levels of influence that represent a range of micro and macro conditions related to it. Micro-conditions refer to conditions related to individuals, such as experiences, perspectives, and backgrounds. In contrast, macro-conditions include broader perspectives, such as organisational and social conditions.

Despite its value, uses of the matrix are rarely reported or discussed in studies that claim following the Strauss and Corbin (1998) Grounded Theory approach. In an attempt to contribute to this discussion, this paper reflects on the usefulness of applying the conditional/consequential matrix as a distinctive feature of the Straussian version of Grounded Theory. It provides an example of how the matrix is applied in a research project that investigated the development of innovation following the adoption of a human resources management information system. In this study, the matrix is utilised as an important representation tool of the multilevel analysis to acquire a better understanding of the levels of influence corresponding to the innovation development process.

The paper presents the procedures in terms of data analysis, theory development and integration of theory with the literature. First, the paper illustrates how the matrix was applied to visualise the complexity of the innovation development process. Subsequently, the paper explores how the matrix assists the integration of the emergent theory with the existing knowledge. Finally, the paper highlights the importance of flexibility in the application of Grounded Theory analytical tools based on their fit and relevance to the data.

Overall, the paper provides an example of application and a detailed explanation that may be useful to other researchers contemplating implementing the conditional/consequential matrix in the development of their Grounded Theory.

The role of grounded theory as methodology to better understand complex health systems and practices to optimise outcomes.

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Abstract

Improving health outcomes using standardised tools for assessment and escalation, such as early warning tools, has become a mainstay of contemporary healthcare. The use of early warning tools in midwifery practice globally demonstrates their embedding in practice, with limited understanding of how the use of such tool's influences individual and institutional midwifery practice. Grounded theory was used to reveal the complex dynamics, within social worlds such as professional care settings to understand the mechanisms at play. In this way grounded theory was well suited as a methodology to unpack complex phenomena such as midwifery practice, providing evidence to guide recalibration and renewal of approaches to midwifery care.

Aim/objective:

The aim of this study was to theorise how the use of early warning tools influences midwifery practice.

Methodology:

This study adopted a Straussian grounded theory approach incorporating elements of Clarke's Situational Analysis.

Methods:

Data were collected from 18 registered midwives who consented to participate in semi-structured interviews

Conceptualisation/ theory development:

Employing grounded theory provided capacity to reveal the complex dimensions between midwives, and the mandated regulations within health institutions. The study explored the processes for enacting midwifery care and how this was influenced by a risk mitigation strategy such as midwifery early warning tools. The final theory: the coalescence of perceptions, practice and power in midwifery practice explains the current place of MEWTS in midwifery practice and the influence on midwifery practice.

Conclusions:

Grounded theory is well suited to revealing complex clinical situations playing a pivotal role in ongoing quality improvement in service provision design to better meet the needs of

women and foreground midwifery practice. In this way, this methodology is an important element in the recalibration, renewal and redesign of health services to best meet the needs of the community, and thereby contribute to better health outcomes.

Navigating asthma - the Indian immigrant child in a tug-of-war: a constructivist grounded theory.

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Abstract

Background: Despite active interventions to manage childhood asthma, the potentially avoidable hospitalisation rate for asthma among Indian immigrant children in New Zealand remains substantially high. Understanding the views of these children and their families is vital for effective asthma management. However, Indian immigrant children's perspectives on asthma remain critically under-researched; most studies focus on the viewpoints and experiences of family caregivers and health professionals. Although Article 12 of the United Nations Convention on the Rights of the Child stipulates that children have the right to voice an opinion on all matters affecting them, the voices of Indian immigrant children are seldom heard in research.

Aim: To explore Indian immigrant children's and their family carers' beliefs, practices, and experiences of asthma

Methodology: A constructivist grounded theory approach was used. The author is an Indian immigrant, a paediatric registered nurse, and a mother of three children. She considered her personal and professional experiences integral to effectively addressing the research aim. The constructivist grounded theory approach allowed her to acknowledge and use her personal and professional experience, whereas objectivist grounded theory would have required her to suspend all her assumptions. Hence, being reflexive is important in constructivist grounded theory and the author recorded her thoughts in the form of memos throughout the project.

Methods: The study initially used a purposive sampling technique followed by theoretical sampling. In-depth semi-structured interviews were conducted with ten family carers and nine children (eight to 17 years old). Child-sensitive data collection techniques such as drawing and photography were used to facilitate interviewing children under 14 years of age. Concurrent data collection and analysis took place in accordance with the principles of the constructivist grounded theory methodology.

Results: The theory, 'Navigating asthma: the Indian immigrant child's tug-of-war', can be described as the clash of cultures that Indian immigrant children and their family carers experience as they transition between enculturation and acculturation when battling asthma. The data reflected two types of tug-of-war: one between two cultures, the native Indian and the host New Zealand culture, and another between family carers' and children's preferences. The theory is explained through three categories: being fearful, seeking support, and clashing cultures. These categories were identified as three common phases in the Indian immigrant children's tug-of-war in their asthma battle and proceeded in a cyclic pattern. Indian immigrant children and their family carers constantly reflected on their asthma experiences. The participants went back and forth between these phases in an

attempt to gain control over the condition based on changing internal and external influences.

Conclusion: Acculturation and sociocultural factors may significantly influence the asthma experiences of Indian immigrant children and their family caregivers.

Relevance to clinical practice: The theory may help practitioners better comprehend Indian immigrant children and their family carers' asthma-related experiences within their wider sociocultural context, as well as devise and implement culturally safe asthma management strategies.

Humanising experiences of child instigated harm via a mediator or wrapping.

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Abstract

This oral paper is a presentation on how parents living with child to parent violence process and resolve their main concern. Childhood aggression is one of the most heavily researched topics in the social sciences. Nevertheless, there has been relatively little examination of the directionality or impact of this aggression on the wider family; furthermore, most research has focused upon the aetiology or cause of this aggression, rather than grounding the research in the everyday experience of families.

In this presentation I will present my Glaserian Grounded Theory into pre-adolescent instigated child to parent violence, as such my aim was to identify the main concern of parents living with child to parent violence, and how they resolved or otherwise processed this concern. Using diary-based methods and interactive interviewing iteratively over nine months with 34 parents living with pre-adolescent children instigating child to parent violence, I found that the main concern of parents was the stigma they experience. This stigma was both internalised and externalised, due to their invisibility in the construction of the 'good parent' ideal. Parents did not 'see' themselves in this construction and there was dissonance in their self-belief that they were a 'good parent'.

Through the constant comparison method of analysis I developed a Grounded Theory of Humanising, which helped parents resolve their main concern by providing them with indicators that they were good parents, but that they were experiencing a variation in human experiences.

The two categories which helped them in their humanising grounded theory were mediators, which helped identify the reason they were a variation of human experience (neurodiversity, creativity); or wrapping, which gave reason they weren't able to meet the 'good parent' ideal (mental illness, domestic abuse).

This grounded theory extends other theories on family stigma, accommodation theory, and outlines how families redefine or reframe their position in society.

Abstracts - 16th September

Symposium - Sticky Issues in Grounded Theory: Differing Perspectives

Helen Scott, Grounded Theory Online (https://www.groundedtheoryonline.com/)

Cathy Urquhart, Manchester Metropolitan University, UK, and Lund University, Sweden

Abstract

In our daily practice of grounded theory, experienced researchers and novices alike encounter what we might call 'sticky issues' in practical application of the method.

These issues cover but are not limited to:

- Coding stages
- Ordering of the literature review
- What is a tabula rasa?
- Challenging myths about grounded theory use
- Unfounded reasons for rejecting a particular strand
- Reasons for adopting a particular strand
- Decoupling the epistemology from the grounded theory strand adopted

Presenters: Helen Scott, Cathy Urquhart, A supervisor of a GT thesis, and a PhD student who is using GTM.

Mixed Methods-Grounded Theory: Contemporary Applications

Dr. Michelle C. Howell Smith, Dr. Wayne A. Babchuk, Dr. Timothy C. Guetternam

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Growing interest in the intersection of mixed methods-grounded theory (MM-GT) has led to several recent methodological publications (Creamer, 2018; Creamer & Edwards, 2019; Guetterman et al., 2019; Johnson et al., 2010; Johnson & Walsh, 2019; Walsh, 2015) as well as research implementing this approach. Our presentation will provide an overview of the emerging literature on MM-GT and will present exemplars from a pool of 16 MM-GT published studies that were identified through a mixed methods research systematic methodological review (MMR-SMR; Howell Smith & Shanahan Bazis, 2021) of published studies that specifically mention MM-GT (i.e., cite one of the six key MM-GT publications). Our review focuses on elements from the MM-GT checklist developed by Guetterman et al. (2019) and illustrates how clearly reporting methodological decisions and rationales strengthen the overall rigor of the study. Our findings indicate limited reporting of several hallmark grounded theory elements such as theoretical sampling, theoretical saturation, memoing, etc. Likewise, reporting of mixed methods procedures such and integration methods and legitimation strategies were also reported sparingly. Based on our findings, we advocate for a more systematic adherence to both grounded theory and mixed methods

procedures and the need to make these explicit in published work. Transparency in published reports regarding methodological and procedural decision-making will help other researchers not only understand the process used to conduct a MM-GT study but will also aid them in designing and implementing their own MM-GT studies.

We expect to see the continued evolution of MM-GT in both methodological and empirical literature. Initial conceptualizations of MM-GT designs (Johnson & Walsh, 2019) will be refined, such as the exploratory–confirmatory MM-GT design used by Shim et al. (2021). Both grounded theory and mixed methods procedures will be adapted to facilitate the fully integrated mixed method approach to grounded theory described by Creamer (2018). Novel intersections of MM-GT will emerge, such as the CS-MM-GT design in Garnett et al. (2022), with mixed methods and ethnographic grounded theory (Babchuk & Boswell, in press; Babchuk & Hitchcock, 2013) as a natural progression of MM-GT. Thus, this presentation not only reviews the scholarly discourse regarding MM-GT but also provides a road map for researchers to conduct more systematic and rigorous MM-GT studies.

Ethnographic Grounded Theory: Forging Strategies for Advancing Social Research.

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Abstract

In the years following the publication of Glaser and Strauss' The Discovery of Grounded Theory (1967), researchers underscored potential advantages of merging key features of ethnography with those of grounded theory for advancing social and behavioral research. In Chapter Six of The Discovery, Glaser and Strauss drew upon the history of field studies in sociology and anthropology to explore the use of the constant comparative method over time (i.e., utilizing a comparative analysis accounting checklist) that contributed to the verification and generation of theory in these disciplines. Subsequent scholars built upon this work and outlined benefits of systematically combining salient elements of grounded theory and ethnography for applied community-based and cross-cultural research. This hybrid approach has been labeled grounded theory ethnography, grounded theory in ethnography (Babchuk & Hitchcock, 2013; Charmaz, 2014; Charmaz & Mitchell, 2001) and ethnographic grounded theory (Babchuk & Boswell, in press) and embraces and merges time-honored techniques of traditional ethnographic procedures (e.g., face-to-face immersion within a culture-sharing group in naturalistic settings, participant observation, thick and rich description) with hallmark features of grounded theory (e.g., constant comparison, theoretical sampling and saturation, theory building, memo writing, analytic coding strategies) to forge new and effective strategies for social research. In historically the most comprehensive treatment of ethnographic grounded theory, Charmaz (2014) convincingly argued for the use of the constant comparative method to enable ethnographers to compare data throughout the research rather than after data collection, compare data with emerging categories, demonstrate relationships between concepts and categories to elevate traditional descriptive data analysis to theory building and elaboration, and help facilitate more nuanced involvement by ethnographers in the research. Ethnographic grounded theory can help focus research efforts and avoid an over-reliance on pre-existing derived categories, concepts, and (a priori) theory and thereby effectively shift analysis from description to the pursuit of the generation of theory. In effect., this approach can help reduce ethnocentrism by allowing the emergence or co-construction of culture-specific concepts rather than being driven by etically predetermined hypotheses and frameworks of the researcher's respective discipline. This presentation outlines fundamental components of shared or overlapping attributes of ethnography and grounded theory that help illustrate their methodological compatibility and provides practical strategies for the design and implementation of ethnographic grounded theory and its use in a wide range of applied and community contexts. It considers the application of ethnographic grounded theory as a hybrid qualitative methodology and in the service of mixed methods-grounded theory. Examples of ethnographic grounded theory studies in cross-cultural and interdisciplinary settings are provided and future directions are discussed. This presentation is designed to encourage active audience-based feedback and participation in helping advance this innovative approach to grounded theory methodology.

Why you don't need mixed grounded theory, and why you should use it anyway.

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Abstract

Mixed grounded theory (MGT) refers to the application of mixed method research to grounded theory. This development is recent and has been described as "exciting" (Johnson and Walsh, 2020) and distinct from both grounded theory and mixed methods research (Creamer, 2022). However, MGT has also been criticised as, when it is put into practice, researchers have often failed to describe the methodologies they have used, put forward a clear rationale for their research, or develop a theory (Guetterman et al., 2019).

In this presentation, we seek to reframe MGT on two levels. First, we present a new framework for analysing mixing in grounded theory. This framework argues that mixing can occur on the level of method (the data collected), methodology and approach (inductive or deductive) and explore how grounded theory can mix at any, all, or none of these levels. We argue that this is an improvement from previous models that have argued for mixing on the level of paradigm. This is because monoparadigmatic research has the potential to 'unmuddy the waters' and present the type of clear rationale and method that has often been lacking from MGT.

Second, we will argue that much of the promise of MGT is simply a reflection of possibilities that have existed in grounded theory for some time. However, we will also argue that these possibilities have often been underconsidered by grounded theorists. Rather than being a distinct research method, MGT presents an opportunity for grounded theorists to reconsider their practice. We will show how our method, methodology and approach framework for grounded theory can be used to consider how multiple types of data, how additional research methods to grounded theory, and how a mix of inductive and deductive activity can broaden the possibilities of grounded theory.

The talk will be suitable for anyone with an interest in mixed or unmixed grounded theory and will not assume any specialist knowledge. By the end of the talk, participants should have a clear idea of what MGT is and why 'thinking like a mixed grounded theorist' can be beneficial even for researchers who do not want to label themselves as such.

Developing a theory to accomplish creativity behavior in Time-out Role Play: A grounded theory study.

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Abstract

In the absence of a specific model for 'unlock' the hidden intelligence of timid learners, this study results proposes drawing parallels between real-time scenario-quick thinking relationships in directing the thinking track and mindset transformation. This paper aims to document and present how Classic Grounded Theory is used to construct a substantive theory for real-time interaction and creativity process in flow. Adopting an inductive approach to theory building, the study explores the factors that account for the person-environment fit creativity across 52 samples of cross-discipline undergraduates. The data were collected by in-depth semi-structured interviews, observation, and field notes. This study contributes to teaching and learning creativity with Time-out role play being conceptualized as an intervention to solve a business simulation company crisis at a meeting. The study found a core category of opportunity management which linked with four categories: thinking, communication, learning and leadership. Within each category, the experienced feeling and strategy used for real-time response was examined. Creative-related personality traits are at the core of one's willingness to contribute ideas to engage in an agile team with collaborative emergence and collective creativity despite stress of uncertainties, fear of public speaking and blank slate of discipline knowledge in crisis management. It also suggests a grounded theory validity of cross-checking method that may be tested in future inquiries and the applicability of a creativity teaching model in classroom setting despite students' intelligence level.

The experience of women with addiction: A constructivist grounded theory inquiry.

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Abstract

Women suffering from addiction may be rendered 'invisible' where 'masculinity' tends to be featured more prominently in addiction cases, particularly in societies such as Iran, where more than 90% of drug consumers are male (Etebari, 2014; Mokri, 2002). Thus, women who suffer from addiction may become marginalized and disempowered through invisibility and misrepresentation (Purdie Vaughns and Eibach 2008, this issue; Warner, 2008) with no proper access to treatment facilities and care services.

Our current understanding of addiction among Iranian women is limited; the rare attempts to conceptualize addiction among them have resulted in insufficient knowledge. Hence, this vulnerable population has remained a complex, poorly understood, and marginalized subgroup. Grounded theory methodology (GTM) is a 'most appropriate methodology for social research' (Pulla, 2016: p. 85) whenever there is insufficient a priori knowledge to adequately explain a particular topic (Artinian, Giske, & Cone, 2009; Robson, 2002; Momeni, 2021). Furthermore, constructivist grounded theory (CGT) stresses recognizing power relations within the researcher-participant relationship (Charmaz, 2014a). CGT is more likely applicable whenever the main concern is addressing the recovery of silenced voices and marginalized experiences (Charmaz, 2000, 2017a, 2017b). These intentions of CGT fit well with the purposes of our research study.

Aim/objectives

The present research aimed to explore the perception and experience of Iranian women suffering from addiction to identify the conflicts they face and clarify coping strategies that enable them to manage the situation.

Methodology and methods

In-depth interviews were conducted with a purposive sample (N: 13 females), including the abstinent drug abusers (11) and healthcare professionals (2) from the three rehab centers in Tehran using a constructivist grounded theory approach (CGT). The interviews were supplemented by several other sources (Charmaz,1995; Glaser, 2005), including public reports published in the main national newspaper from 2015 to 2018 and about 3 hours of a documentary (10 parts) entitled 'Iranian Women of Addiction,' released on YouTube. All textual and non-textual data sources were transcribed and coded through analysis. The data will be analyzed using constant comparative strategy and ATLAS software.

Conceptualization / theory development

The findings show that women face mainly a 'double decline in character' due to bias and discrimination against them on both sides of the gender and addiction spectrum. They feel trapped in gender-based submissive situations with social structures. Addiction, moreover,

threatens women's identity and leads to identity conflicts that may recur over time. They tried to manage the main challenges by incorporating a secret identity, adopting a victim role, and followed by an intrinsic motivation to quit the drug. Unfortunately, research participants often talk about returning to drugs as a way to obscure the challenges that may lead to relapse and overdose.

Conclusion

The study's findings may help organizations develop and implement equitable and just policies and strategies to integrate, maintain, and support women with addictions in their identity conflicts. In addition, study findings contribute to an ongoing body of knowledge about integrating and retaining women suffering from addiction within society.

Forward Escaping: a grounded theory study of becoming a nurse.

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Abstract

The transition from student to registered nurse has been a concern for policymakers for many years. It has been associated with increased stress, job dissatisfaction and early attrition amongst newly qualified nurses. Despite multiple initiatives to resolve this longstanding concern (such as preceptorship and nursing residency programmes) this transition period remains a challenging time. The literature on role transition tends to focus on job extrinsic factors influencing the transition process, overlooking intrinsic factors such as job content. Thus, to date, there is a paucity of research on how newly qualified nurses manage role transition and what concerns them the most.

Aim:

To explore the transition experience of newly qualified nurses from school to professional practice.

Study design:

This study followed the principles of classic grounded theory. Data were collected through interviews and relevant documents. The sample consisted of 19 newly qualified nurses and 14 other key informants, including preceptors and nurse managers, working collaboratively to facilitate the role transition process.

Findings:

Newly qualified nurses were mainly concerned about accepting their new role as "bedside" nurses, particularly due to the low social status traditionally ascribed to this role in Saudi culture. They attempted to resolve this concern through a strategy of Forward Escaping. Forward Escaping is a three-stage process: (1) temporarily acquiescing to bedside nursing; (2) reconciling work demands, personal aspirations and social expectations; and (3) persevering in the face of social and work pressures while concurrently developing an escape plan from their current role.

Implications:

Prospective student nurses need to be fully aware of their potential role in clinical practice. This would help students to make an informed career choice, minimising risks of career regrets and early attrition. The development of a standardised formal career framework for nurses could also help in improving role clarity and positively influence their job satisfaction.

Carrying the facilitator responsibility - Healthcare professionals' experiences of guiding moral case deliberations in paediatric oncology.

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Abstract

Background: Moral dilemmas often arise in paediatric oncology. One way to handle the dilemmas is through moral case deliberations (MCDs), which is a form of clinical ethics support services. A training program for healthcare professionals to became MCD facilitators, and thereby guiding MCDs, was organized by members of a Nordic working group on ethics including nurses and physicians in paediatric oncology. The training consisted of 2 theoretical blocks (3 days + 2 days) with practical training in between, i.e., guiding MCDs at respective workplace.

Aim/objectives: To explore MCD facilitators' experiences of guiding MCDs in paediatric oncology.

Methods: Data were collected by inviting healthcare professionals trained as facilitators in focus group and individual interviews. Totally, 22 facilitators participated in the 3 focus group interviews and in 27 individual interviews. The focus groups were conducted during the second theoretical block of the training. The individual interviews were conducted 3 months after the first and the second theoretical training respectively. All interviews were transcribed into written text. Data analysis followed classic grounded theory methodology. Recurring interchangeable indicators formed a base for substantive codes. By constant comparison, codes were grouped into categories. After identifying the core category, theoretical sampling was used to saturate the categories.

Conceptualisation/ theory development: When facilitators are guiding MCDs in the context of paediatric oncology their main concern is carrying the facilitator responsibility and they are handling it by interactional learning. Carrying the facilitator responsibility involves that the facilitators perceive that the outcome of the MCDs is on their shoulders, both theoretically and practically i.e., what happens in care with the child. Carrying the facilitator responsibility also entails the responsibility of the MCD, i.e., identifying the moral dilemma and what is important followed by relevant actions. When guiding the MCDs, facilitators experience responsibility to interpret the latent meaning of what is being expressed and they encourage participants to think beyond the manifest. Facilitators resolve their main concern by interactional learning, this means that they support each other in guiding the group and sometimes share the role as facilitators or having co-facilitator roles. Participants expressed that they were energized by colleagues and that it felt safe to share the facilitating role with a trained colleague. Participants voiced that allying is important and thus not being alone. To reach interactional learning a need for a clear role and further training is important.

Conclusions: Facilitators take their role very seriously and they experience that they carry a great responsibility when guiding MCDs in paediatric oncology. They are handling their concern by allying and working together. This experience should be addressed during facilitator training to strive for decreasing the burden of responsibility, which could constitute a barrier for performing MCDs in paediatric oncology. However, when facilitators are carrying responsibility, they endeavour to improve paediatric oncology by making an effort to handle moral dilemmas.

Positioning ethics when patient care is prioritized - Healthcare professionals' experiences of implementing clinical ethics support in childhood cancer care.

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Abstract

Background: The purpose of Clinical Ethics Support (CESS) is to assist healthcare professionals in handling moral dilemmas and reflecting on what should be done in treatment and care in order to improve the quality of care. There are several methods for offering CESS including Moral Case Deliberation (MCD) in the care team. A Nordic training program in facilitating MCDs has been offered to healthcare professionals in childhood cancer care. The training included two theoretical blocks with practical training in between. During the practical training, the trainees implemented and facilitated MCDs in their clinical setting.

Aim: To explore the experiences of trainees when implementing MCDs in childhood cancer care.

Methodology: Classic grounded theory was chosen to inductively explore what trainees are doing to resolve their main concern.

Methods: Healthcare professionals, who participated as trainees in the facilitator program, participated in 3 focus group interviews (n=22 from Denmark, Finland, Iceland, Norway, and Sweden) and 27 individual interviews (n=17 from all 6 childhood cancer care centres in Sweden). Interview data were analysed concurrently with data collection following classic grounded theory methodology. Incidents, codes, and categories were constantly compared, and memos were written about categories and their properties. As the core emerged, theoretical sampling was performed in the sense that new interviews were performed to elaborate the properties of the core and related categories.

Conceptualisation/theory development: Positioning is the core category in this study, used to resolve the main concern of doing ethics. Positioning ethics is done in a context where patient care is prioritized. Being able to take time for activities that are not the prioritized activities, but still necessary for these activities, are considered a luxury. For example, in the present study ethics and reflection was often seen as a "luxury" and something that was done only if there was time. Thus, the higher the clinical work load the less the time for ethics. Positioning ethics is about establishing a position of ethics in the clinical setting. Actions for positioning ethics include selling ethics, seeking time for ethics, inviting participants, and identifying cases. These actions can vary in intensity and be more or less successful. While positioning ethics, teaming up is necessary and is done with co-facilitators and key actors, including the management.

Conclusions: The challenging situation in healthcare with shortage of staff and time is widely recognised, and even more so during the pandemic. In this context, it is not

surprising that patient care is prioritised. However, moral dilemmas still need to be handled for healthcare professionals to know what should be done. This study highlights the need of positioning ethics in care, enabling healthcare professionals in doing ethics, and also explain actions for doing so. Since clinical ethics support will impact the patient care, the healthcare managers need to team up with and provide support to healthcare professionals as they are positioning ethics.

Forging a path of discovery using Visual Grounded Theory (VGT): value and attributes.

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Abstract

Background: Employing visual imagery as the preferred tool for data collection amongst grounded theory researchers has been slow to develop, apart from some noticeable exceptions (Suchar, 1997; Clarke, 2005a; Schubert, 2006, Konecki, 2011). This changed around the turn of the twenty-first century signalled by researchers interested in what visual technologies, methodologies and representations could bring to the field (Rose, 1996; Pink, 2013).

Aim: To validate the use of a modified version of Constructivist Grounded Theory, employing Visual Research Methods known as Visual Grounded Theory (VGT).

Methodology: VGT incorporates the tenents of grounded theory alongside visual data collection and its analysis; with visual imagery "serving as objects of analytical scrutiny rather than as corroborating evidence" (Charmaz, 2014, pg. 53).

Methods: It offers interpretations of data that are readily accessible, with "visual data used to construct categories, describing properties, and generating/constructing theoretical hypotheses, accounting for the visual phenomena and visual sociological processes" (Konecki, 2011, p. 133).

Conceptualisation/Theory development: The use of visual imagery within grounded theory is justified as, "all is data" (Glaser and Strauss, 1967); a statement core to grounded theory methodology, as is the notion that the nature of the data shapes subsequent theory (Mey and Dietrich, 2017). To quote Charmaz (2014, p. 22), "attending to how [sic] you gather data will ease your journey, and bring you to your destination with a stronger product", through, "eliciting knowledge from respondents through them" (Pink, 2013, p.93).

Conclusions: VGT offers interpretations of data that are readily accessible; being grounded in participant photo-elicitation, with imagery rendered reflectively to provide meaningful insights and purposive application, a "language bridge" (Collier, 1957, p. 858) forged from subjective knowing.

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Leveraging CAQDAS Numbers to Ground a Theory.

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Abstract

Overview: This is a methodological paper addressing how to leverage the descriptive statistics made available via Computer-Assisted Qualitative Data Analysis Software (CAQDAS) in service of theory development. The principles outlined in this presentation can be applied with any variant of grounded theory methodology. The primary aim of this presentation is to demonstrate with specific examples, extractions, and screenshots how the basic CAQDAS numbers offered for 'codes applied' and 'segments coded' are descriptive statistics that can be synthesised into a sophisticated qualitative analysis if harnessed early and often during the coding process and translated into analytical and pre-theoretical memos by the researcher.

Background: CAQDAS programs are powerful; they offer myriad functions that can be overwhelming to novice researchers with limited qualitative coding experience. Additionally, the CAQDAS program itself cannot teach a researcher how to code; a theory of action for how to do qualitative coding is prerequisite to getting the most out of what the software has to offer. Therefore, training in how to use CAQDAS must be accompanied by training in the approach to coding, and vice versa. The proposed presentation does just this: demonstrates side-by-side an approach to rigorous theory development that is both a priori to, and guided by, the CAQDAS features. Additionally, this presentation makes use of only two basic CAQDAS features—(1) number of codes applied to any given data object and (2) number of segments coded per data object—and explains how these two features can be used for advanced qualitative analysis from theoretical sampling to codebook collapse, provided they are understood and applied early in the research process, and iteratively.

Objectives:

- Establish that the researcher must have a theory of action for coding (guided by the specific methodological design) before using CAQDAS;
- Demystify the CAQDAS—explain that just using basic features can have enormous value;
- Briefly tour the *basic* features of one CAQDAS and announce disclaimer that these basic features are shared in other brands (Note: The presenter uses NVivo but the basic features described are not unique to NVivo and NVivo will not be favored or endorsed as having advantages or special features; this is not a commercial for any particular software and every attempt will be made to de-emphasize the particular brand in the screenshots.) ;
- Explain that knowing the spread and density of codes within and across data objects at various points in an iterative analysis provides insight into emerging patterns;
- Explain that pre-coding data objects to research questions and aims adds a methodological feedback loop whereby the researcher can see mid-analysis, via the

number of codes applied and the number of segments coded, whether an interview protocol is gathering the intended data.

Rationale: CAQDAS use is something that qualitative methodologists regularly recommend but seldom demonstrate the inner workings of. Students and other early career scholars deserve to be shown the mechanics of the coding software and how this enables a robust analysis. Qualitative researchers ought to support each other in committing to transparency in how we apply and teach coding methods.

Memoing as the buidling blocks of Contructivist Grounded Theory.

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Abstract

Introduction

The United Nation's Convention on the Right's of the Child aims to include children with complex disabilities in everyday life; yet, the lived experience of families and children with complex disability is one of exclusion rather than inclusion. One of the factors contributing to this exclusion is the lack of a shared vocabulary around positive expectations for the child's future. This study aims to explore the language used in decision-making process between parents and professionals in relation to the first educational placement for the child with complex disability. Careful consideration was given to the chosen methodology due to the researcher's personal and professional experience of complex disability and how it could potentially influence the gathered data. Memoing has proven to be an effective method of exploring personal experience and unconscious bias that may influence the analysis of emergent concepts.

Methodology

This study utilises Constructivist Grounded Theory (CGT) to explore the research question. The constructivist paradigm views align with the belief that knowledge is constructed following the exploration of participant's experiences and exposure to a similar phenomenon. That is, any data gathered, or analysis derived in research is a product of at least three things: the participant's perspective, the researcher's perspective, and the interaction between the two. As this research focuses on the lived experience of the participants involved, therefore the theories that might evolve will be constructed from these experiences. The constructivist approach also acknowledges the researchers experiences and paradigm along with other data gathered and is therefore of relevance to this work. Memo writing is an essential part of the conceptualisation of the data as memos can help the researcher pause and reflect on the data collected and the procedure of collection. Memos also provide reflective moments for the researcher for positionality around emergent concepts as well as ensuring rigor and validity.

Conceptualisation / theory development

Throughout this project, reflective and descriptive memos contribute to the analysis of emergent concepts. Initial findings from a pilot study outlined the analytic approach of future data as well as form the potential foundation for future theory formation around the topic area. Some initial findings included the impact of "honest conversations" between professionals and parents, and the impact of "Playing a pretend game" affecting the future of the child with disability. Continual memoing around the emergent concepts have contributed to deeper analysis of the data contributing to the illumination of "what is going on" in this particular situation

Conclusion

This study will increase the understanding of the impact of strength-based language on the unique decision-making processes between parents and professionals, and will play an important role in improving the lived experience of children with disabilities and their families. Memoing is proving an essential and effective component of the process in developing theoretical and insightful conceptualisations of "what is going on" in this situation.

Keywords: Constructivist Grounded Theory; Grounded Theory; Disability; Decision Making; Reflection; strengths based approach; memo writing

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