## Author index

<table>
<thead>
<tr>
<th>Name</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adison, R.</td>
<td>xv, 167–8</td>
</tr>
<tr>
<td>Atkinson, P.</td>
<td>xiv, 214, 313</td>
</tr>
<tr>
<td>Becker, H.</td>
<td>110, 148, 216, 255–5, 262, 312</td>
</tr>
<tr>
<td>Biernacki, P.</td>
<td>xii, 312</td>
</tr>
<tr>
<td>Bowers, B.</td>
<td>xiv, 179–81, 312</td>
</tr>
<tr>
<td>Broadhead, R.</td>
<td>312</td>
</tr>
<tr>
<td>Bucher, R.</td>
<td>314</td>
</tr>
<tr>
<td>Burks, A.</td>
<td>313</td>
</tr>
<tr>
<td>Cauhage, E.</td>
<td>xii, xv, 312</td>
</tr>
<tr>
<td>Charmaz, K.</td>
<td>xiv, 312</td>
</tr>
<tr>
<td>Chico, N.</td>
<td>xiv, 268, 270, 296</td>
</tr>
<tr>
<td>Clarke, A.</td>
<td>xii, xiv, 82–104, 312</td>
</tr>
<tr>
<td>Coenen, H.</td>
<td>xv</td>
</tr>
<tr>
<td>Conrad, P.</td>
<td>xiv, 75, 312, 314</td>
</tr>
<tr>
<td>Davis, F.</td>
<td>194, 255–6, 307–11, 312</td>
</tr>
<tr>
<td>Davis, M.</td>
<td>246</td>
</tr>
<tr>
<td>de Mille, A.</td>
<td>210, 227–30</td>
</tr>
<tr>
<td>Dewey, J.</td>
<td>3, 4, 9–10, 110, 263, 312</td>
</tr>
<tr>
<td>Diesing, P.</td>
<td>215, 312</td>
</tr>
<tr>
<td>Ehrlich, D.</td>
<td>314</td>
</tr>
<tr>
<td>Fagerhaugh, S.</td>
<td>xiv, 41, 171, 75–8, 113, 119–22, 132–42, 144–5, 147–8, 312, 313, 314</td>
</tr>
<tr>
<td>Fann, K.</td>
<td>313</td>
</tr>
<tr>
<td>Fischer, W.</td>
<td>xv, 196</td>
</tr>
<tr>
<td>Fisher, B.</td>
<td>264, 313</td>
</tr>
<tr>
<td>Freidson, E.</td>
<td>233</td>
</tr>
<tr>
<td>Galler, R.</td>
<td>264, 313</td>
</tr>
<tr>
<td>Geer, B.</td>
<td>110, 253–5, 312</td>
</tr>
<tr>
<td>Gerson, E.</td>
<td>xii, xiv, xv, 125–7, 146, 313, 314</td>
</tr>
<tr>
<td>Glaser, B.</td>
<td>xi, xiv, xv, 5, 6, 22–39, 109, 127–8, 186, 217, 218, 243, 248, 249, 256–8, 264, 270, 273, 284, 313</td>
</tr>
<tr>
<td>Goffman, E.</td>
<td>248, 252–3, 313</td>
</tr>
<tr>
<td>Grathoff, R.</td>
<td>xv</td>
</tr>
<tr>
<td>Hammersley, M.</td>
<td>313</td>
</tr>
<tr>
<td>Hartshorn, C.</td>
<td>313</td>
</tr>
<tr>
<td>Hazan, A.</td>
<td>xii, xv, 161, 313</td>
</tr>
<tr>
<td>Hildebrand, B.</td>
<td>xv</td>
</tr>
<tr>
<td>Hoffman-Riem, C.</td>
<td>xii, xv, 313</td>
</tr>
<tr>
<td>Hornstein, G.</td>
<td>xv</td>
</tr>
<tr>
<td>Huberman, M.</td>
<td>xii, 2, 3, 55, 143</td>
</tr>
<tr>
<td>Hughes, E.</td>
<td>6, 272, 273, 275, 312, 313</td>
</tr>
<tr>
<td>Jick, T.</td>
<td>2, 313</td>
</tr>
<tr>
<td>Johnson, M.</td>
<td>313</td>
</tr>
<tr>
<td>Johnson, Malcolm</td>
<td>xv</td>
</tr>
<tr>
<td>Jurich, K.</td>
<td>154–60, 301–3</td>
</tr>
<tr>
<td>Klapp, O.</td>
<td>245</td>
</tr>
<tr>
<td>Knox, D.</td>
<td>194–6</td>
</tr>
<tr>
<td>Lakoff, G.</td>
<td>313</td>
</tr>
<tr>
<td>Lazarfeld, P.</td>
<td>6</td>
</tr>
<tr>
<td>Lear, J.</td>
<td>231, 313</td>
</tr>
<tr>
<td>Lifchez, R.</td>
<td>57, 313</td>
</tr>
<tr>
<td>Lindesmith, A.</td>
<td>251–2, 313</td>
</tr>
<tr>
<td>Louis, K.</td>
<td>2, 313</td>
</tr>
<tr>
<td>MacCready, M.</td>
<td>xv, 152–4</td>
</tr>
<tr>
<td>Marks, F. R.</td>
<td>xv</td>
</tr>
<tr>
<td>McClintock, 2.</td>
<td>214, 313</td>
</tr>
<tr>
<td>Mead, G.</td>
<td>5, 188, 201, 313</td>
</tr>
<tr>
<td>Miles, M.</td>
<td>xi, xii, 3, 37, 55, 143, 313–14</td>
</tr>
<tr>
<td>Mills, C. W.</td>
<td>305</td>
</tr>
<tr>
<td>Oleson, V.</td>
<td>247</td>
</tr>
<tr>
<td>Peirce, C.</td>
<td>5, 110, 313</td>
</tr>
<tr>
<td>Peterson, E.</td>
<td>xv, 144</td>
</tr>
<tr>
<td>Polsky, N.</td>
<td>216, 314</td>
</tr>
</tbody>
</table>
Author index

Reinharz, S., 75, 312
Riemann, G., xii, xv, 314
Robbins, A., 2, 314
Rosenbaum, M., xii, 314
Roth, J., 37, 314
Ryan, C., 190, 192, 197–9
Ryan, K., 190, 192–9
Sabshin, M., 314
Schatzman, L., xv, 3, 14, 39, 314
Schneider, J., xiv
Scheutz, F., xii, xiv, 218, 144, 314
Sharfstein, S., 218
Sieber, S., 2, 314
Smith, A., xv, 51, 165–7
Smith, A. G., 2, 51, 314
Soeuffner, H-G, xv
Star, S. L., xii, xiv–xv, 125–6, 171–9, 303–44, 313–14

Suczek, B., xiv, xv, 65–8, 75–8, 117–18, 131–42, 313–14
Sutherland, E., 245
Veblen, T., 283
Volberg, R., xii, 314
Wallace, S., xv
Warren, C., 246
Weiss, P., 313
Whitaker, E., 247
Wiener, C., xii, xiv–xv, 75–8, 132–42, 313–14
Wimsatt, W., 127, 314
Winslow, B., 57, 313
Wright, R., 244
Subject index

analysis, 525; ability at, 299–300; clarity of, 238–9; competence at, 278; confidence in, 259; consulting about, 288–9; impediments to (received theories), 282–3; line by line, 151–4; 267–8 (see also open coding); pacing of, 284; teaching of, 291–9; and technical literature, 280–82; see also qualitative analysis
analytic logic, 249–51; diagrams, 252–7; readings for (illustrations of), 251
appendix, 306–11
assumptions, 1–2; see also qualitative analysis
axial coding, 32–3, 64–8; see also codes, coding

case history; see case method
case method, 214–18; guidelines for, 219–20, 222–3; history, 218, 220–30; study, 218–20; 230–40

case study; see case method
category and categories, 21; core, 18, 21, 34–6, 269–70; diagram, 70; genuine, 29; see also rules of thumb

Chicago sociology, 6

codes, 55–81; axial, 32–3; in vivo, 33–4; in writing for publication, 33, 75–8; labeling of, 34; open, 55–81; selective, 33; sociologically constructed, 33–4; see also coding

coding, 17, 20–1, 27–33, 55–81; axial, 32–3; 64–8; initial steps in, 56–8; misconceptions of, 34, 55; open, 28–32, 41–54, 54–64; overview approach to, 31; paradigm, 18–19, 27–8, 58, 70; rules of thumb, 30–2, 80–1; selective, 33, 69–75, diagram, 70; when should?, 36–7; seminar in open coding, 82–108; springboard function

of, 61; for structural and interactional relationships, 78–81; themes versus dense coding, 57; who should, 36–8; see also codes
coding paradigm, 18–19, 27–8, 58, 70; see also codes, coding

collaborative work, 82–108, 130–50, 287–304

comeback, case illustration, 224–30
common problems, cases, 151–69
comparisons, constant, 16, 25, 82–108
concept, 25–6; borrowed, 125–7; see also appendix
contectural density, 17, 21; versus nondensity, 31, 35
conceptual specification, 26
consulting, 287–91; post consultation sessions, 179–82, 287–91

core category and core categories, 18, 21, 34–6; rules of thumb, 36, 269–70; see also category and categories

data: collection, 19, 20, 26–7, 265–6; experiential, 10–11, 41, 299; flooded with, 160–62; interpretation of, 4; pertinent, 19; qualitative materials as, 2–5; rules of thumb for, 162; slices of, 27; sources of, 26–7; transcribing of, 266–7; utilization for case histories/studies, 216–17; see also coding paradigm
deduction, 11–14
description, 4
diagram: finding the hole in, 167–9, rules of thumb for, 168–9; for illustrating analytic logic, 252–7; integrative, 150, 170–83, 184–5, 278–9; operational, 143–50; as teaching devices, 149; see also graphic representations, visual devices
Subject Index

dimensionalizing, 14–16, 21: case
illustration, 154–60
dimensions, 14–16, 21; see also
dimensionalizing
discussional form of theory, 264
epilogue, 305
experiential data, 10–13, 20, 104: flooded
with, 160–2
field work (observation), 2, 265–8
generative questions, 17, 22, 40–54, 55–
glossary of major terms, 20–2
graphic representations (visual devices),
143–50: rules of thumb for, 150
grounded theory, xi, 5–6: basic
operations, 22–39; culture, 305–4;
formal theory, 241–8; main elements,
22–3; mastery of, 300; writing from,
147–8, 263–4; requisite abilities for
doing, 299–301; see also research
phases
guidelines; see rules of thumb
hypotheses, 11–12, 15–16, 21
indicator-concept model, 24–5
indicators, 25–6
induction, 11–14
integration, 18, 21, 170–183; integrative
diagrams, 22, 170–83, 184–5, 278–9;
integrative mechanisms, 184–214;
integrative sessions, 170–88;
nonintegrating ideas, 279–80;
through memo sequences and sets,
183–212; technical literature, 180–2;
writing as integrative mechanisms,
212–14
interactional sensitivity, 299–300
interpretation of data, 4, 216–17, 267–8
interviews, 27: analysis of, 51–4, 265–7
in vivo codes, 33–4; see also codes, coding
language, social and psychological, 270–1
line by line analysis, illustration, 82–108,
151–4, 267–8; see also codes, coding
matrix, 147–8
memos and memoing, 109–29:
announcement of new category, 122;
distinguishing between two or more
categories, 124–5; extending
implications of a borrowed concept,
125–7; follow through, 113–17, 122–
3; graphic teaching devices as, 149;
initial orienting, 110–12; initial phase
of attack on phenomenon, 118–22;
preliminary, 113–15; presentational,
130–8; rules of thumb for, 127–9;
sequence and integration, 95–212;
sparks, 117; summary, 130–6; team
meetings as, 130–42; theoretical, 18,
22; theoretical and visual devices,
143–9
memo sequences, 184–214; see rules of
thumb
memo writing, 109–29; see memos
open coding, 28–32, 59–64: rules of
thumb for, 30–2; initial stages,
illustration, 56–8; seminar on, 82–
108; see also codes, coding
overview approach, 51
pain management: class session on, 41–
50; coding examples of, 71–5
paradigm, 19; see coding paradigm
pragmatism and pragmatists, 5, 110
property, 21, 30
qualitative analysis, 1–99: competence at,
278; complexity and, 10; interference
by quantitative method habits, 277–8;
and interpretation, 4; introduction to,
1–39; literature on, xiii; methods, 2
qualitative materials, 2–5
qualitative methods, xiii, 3, 277–8
questions and answers, 265–86:
generative questions, 271–3,
research questions, illustrations of, 15–16
reading for analytic logic, 249–51:
illustrations of, 251–7
relationship, structural and interactional,
78: illustration of connecting macro
conditions and micro data, 165–4;
coding for, 77–81
research: central work processes, 17–20;
consultation, 287–91; design, 297–9;
funding qualitative research, 285–6,
298–9; phases, 4, 23–4; teaching of,
23–5, 287, 291–304; topics, 273–4; as
work, xi, 9–10, 305; working alone
versus in team, 284–5
Subject index 319

team meetings, 130–50; discussion, 138–9; as memos, 130–42; working in, 284
theme analysis, 57
theoretical commentary and case history, 221–3
theoretical sampling; see sampling theoretical
theoretical saturation, 21, 25–6, 31, 35
theoretical sensitivity, 21, 299–300
theoretical sorting, 22; see also memos and memoing
theory: complex, 6–7, 10, 264;
discovering new from previous, 13, 306–11; discussion versus propositional form of, 264; formal (grounded), 241–8; presenting of, 285–6; substantive, 242; see also grounded theory, rules of thumb trajectory, 189–212, 256–7
variation, 21, 36, 217; see also coding paradigm, theory complex
verification, 11–14, 17
verstehen; see interpretation of data
visual devices, 143–50: analytical logic and, 252–7; integrative, 150, 170–83, 184–5, 278–9; operational, 143–8; as teaching devices, 149; see also graphic representations
work processes, research as, 17–20
writing, 19–20; for audiences, 20, 261–9; confidence when, 259–60; clarity of, 258–9; as an integrative mechanism, 212–14; memo sequences and, 208–11; for publication, 213–14, 258–64; rules of thumb for, 213–14; utilizing codes in, 75–8; and theory, 263–4

rules of thumb, 7–9: for case histories, 222–31; for case studies, 219–20; for central theoretical issue, 187; for coding, 81; for coding for structural and interactional relationships, 80, 164; for consultation, 288–91; for core category, 36; for dimensionalizing, 160; for formal theory, 241–2; and experiential data, 104; for filling in holes, 168; when flooded with data, 163; for integrative diagrams, 182–5; for memos and graphic representations, 150; for memo sequencing, 211–12; for neutralizing received theory, 282–3; for open coding, 30–2, 65; for teaching research seminars, 291–7; for writing as integrative mechanism, 213–14; in team research, 38; for who should code, 38

safety, clinical: team meeting session, 130–42; work (discovery and coding of), 14–17, 64–8
sampling: selective, 93; theoretical, 16–21, 38–9, 274–7; illustration of, 15–17
selective coding, 33, 69–75, 129; see codes, coding
seminars, research: illustrations of, 40–54, 82–108
social world: case history of, 290–40
sociologically constructed codes, 33–4; see also codes, coding
sociology of work, 9
teaching, 287, 291–304: graphic devices for, 149; integrative
teaching session, 170–83; seminar on open coding, 56–8, 82–108

© Cambridge University Press www.cambridge.org