

Ethics in Qualitative Research

pilot course 1

13th January 2005

Conference room
David Hume Tower
George Square, Edinburgh

Learning from research: young people's perspectives on family life

pilot course 2

28th January 2005

G21, Patterson's Land
Moray House
Holyrood Rd, Edinburgh

CRFR CONTINUING PROFESSIONAL DEVELOPMENT



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The Centre for Research on Families and Relationships was set up in January 2001 to produce research and commentary on families and relationships relevant to Scotland and to disseminate such work widely. It was established with a grant from the Scottish Higher Education Funding Council and receives funds from the Scottish Executive and various other sources. CRFR facilitates a network of researchers and those interested in families and relationships research, produces regular research briefings and information bulletins, and holds events.

Ethics in Qualitative Research

Sarah Cunningham-Burley

Aims:

To consider ethical procedures for qualitative research
To discuss ethical issues at different stages of the research process
To raise and deal with specific ethical concerns that arise in qualitative research

Length:

One day course (10am -4pm)

Cost:

Introductory price: £75

The course will cover:

- **discussion of ethical issues** in qualitative research as these have been defined in the literature and in ethics protocols
- **examination of ethical issues** at different stages of the research, from planning to dissemination, taking into consideration different types of qualitative methods (particularly interviewing and participant observation)
- **short presentations** from a panel of qualitative researchers who will discuss specific ethical issues they have had to confront in qualitative research
- **writing ethics protocols**, including information sheets and informed consent forms
- **critical discussion** about limits and the need for on-going, reflexive appraisal of research ethics during the course of a project and subsequently in publications

Handouts and a reading list for follow up work will be provided

Learning Outcomes:

By the end of the course, participants should be able to:

1. Identify key ethical issues in relation to research in general and qualitative research in particular
2. Write succinct and pertinent information sheets about a research project
3. Write clear and relevant ethical approval applications
4. Understand the limits of governance strategies in relation to research ethics
5. Be more reflexive researchers able to anticipate and deal with ethical concerns before and as they arise

Book on-line **now** at www.crfr.ac.uk

Learning from research: young people's perspectives on family life

Gill Highet & Sarah Cunningham-Burley

Aims:

To provide an overview of research on young people's perspectives on family life

To raise awareness of young people's experiences of family change and highlight young people's coping strategies when faced with various forms of family regrouping

To explore how policy makers and practitioners can interpret and apply findings from this body of research to their practice

Length:

One day course (10am -4pm)

Cost:

Introductory price: £75

The course will cover:

The workshop will be participative, drawing upon the experiences and views of participants as well as presenting the latest research evidence
It will cover the following areas:

- **Practical exercise** exploring participants' perspectives on young people experiencing family change
- **Presentation** on how young people's perspectives on family life and family change have informed theory
- **Presentation** on young people's perspectives on how they cope and who they turn to for help at times of family regrouping
- **Practical exercise** accessing sources of evidence on young people
- **Presentation and discussion** of interim findings from 'Cool with Change', an ongoing Scottish study which aims to explore the impact of family household regrouping on opportunities and flows of informal support between family, kin and friends

Participants will be given hand-outs and a reference reading list.

Learning Outcomes:

By the end of the course, participants will:

1. Draw on increased knowledge and understanding of young people's perspectives on family life
2. Draw on increased knowledge and understanding of young people's coping strategies at times of family regrouping
3. Interpret and apply research findings to practice
4. Be more reflexive practitioners, able to appreciate the contribution of young people's perspectives to our understanding of family life

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Sarah Cunningham-Burley

Sarah Cunningham-Burley has been conducting research in the sociology of health and illness and family sociology for many years, mostly employing qualitative methods. In her role as Co-Director of CRFR she wants to further her research interests, particularly in relation to families, health and well-being. Additionally, she wants to develop suitable methods for conducting family-based research which is inclusive of age and social group and embraces a life course perspective. She is also committed to wide dissemination of research findings, and to promoting dialogue with research users.

She graduated with a BSocSc in Sociology and Social Policy from the University of Birmingham. Her PhD was a study of the Meaning and Significance of Grandparenthood, supported by the then SSRC with a linked studentship at the MRC Medical Sociology Unit/Institute of Medical Sociology, University of Aberdeen. She has since worked at the Universities of Dundee, Glasgow and Edinburgh, both as a researcher and lecturer. She is currently Reader in the Department of Community Health Sciences, University of Edinburgh, where she has worked since 1990.



Gill Hightet

Gill has a particular interest in young people's research. Her two main areas of substantive interest are young people's risk behaviours and young people and family life. Her doctoral research explored young people's perspectives on cannabis and she is currently working on a project aimed at understanding and supporting young people through family change. She also has a particular interest in ethical and methodological issues in young people's research. Prior to working in academic research, Gill worked for many years in youth and community work and in health promotion.