

Seminar 3: Research Methods and Professional Practice – Case Study: Privacy

Data protection example: GDPR and confidentiality – why we need consent:

- A patient puts in a subject access request to the NHS (SAR)
- The NHS administrator is unsure which data belongs to whom
- Various doctors / nurses / NHS providers names are on documents
- The administrator contacts the patient who put the SAR in and states records will be released when all data / GDPR rules are checked
- The Data Protection Act of 2018 states that information needs to be used fairly, lawfully and transparently (Data Protection Act, 2018).

Data protection:

- There are many ethical as well as legal requirements regarding gathering and releasing data. In the case of the SAR request, the data concerning the patient does belong to them, (regardless of whether it is written by a 3rd party).
- The 3rd party can redact their identity regarding a SAR request, (on e-mails for example).
- But the data written about the patient is their own regardless of who wrote it.
- Data protection/ GDPR however will not allow personal details of those involved in writing commentary to be released; for example personal addresses....
- Data should only be used for the specific purpose for which it was gathered in the first place.
- Individuals have the right to access data held about them.
- Data may not be disclosed to third parties without permission of the individual concerned.
- If personal data is retained, this data must be appropriately protected, (on a password protected device for example).
- Personal data should be kept for no longer than necessary, (for example at the end of a research study it should be destroyed).

Informed consent:

- Anyone you are involving in your research is informed of the research and their role within it and they should be advised that they may withdraw at any time.

Vulnerable groups:

- These can include children, pregnant women, people with a mental illness, prisoners, people over 65, people with learning disabilities, (this list is not exhaustive). Anyone classed as vulnerable will have a parent or guardian acting for them. The parent or guardian would have to sign and give consent for a vulnerable individual to engage in research even if the intended participant has the capacity to sign/ agree to engage in a research project.

Data protection: looking forward: Primary Research/ the Capstone project

Research participants:

- Selection criteria – decide on a demographic specific to the research criteria, and remember the participants and research itself must be without bias.
- Consider what consent will be required from participants to take part (or their parents / carers /guardians).
- Will there be any financial incentive or otherwise to take part (which may affect the objectivity of the result)?
- Remember participants will be able to withdraw at any stage.
- Will any deception be involved – for example, intentionally to evaluate a reaction or unintentionally, which might affect the results?

Contents:

Unit 5: Interviews and Survey Methods

- Engage with reading materials and lecture casts
- There is also a formative reflective activity in unit 5

Unit 6: Questionnaire design

- Wiki activity: Questionnaires: formative (feeds into e-portfolio)

Unit 5 & 6 builds on the discussion from Unit 3 & 4:

- Different methods of collecting research.
- Using different to gather research
- Remember that research comes in the form of primary and secondary research and
- That all research is either interpreted using qualitative (written) or quantitative (numerical / statistical) methodologies.

Unit 5 looks at:

- How interviews and survey are used in research.
- Conducting thorough and in-depth interviews (a focused method of gaining research – primary research).
- Watch the lecture cast in unit 5 and please engage with the reading unit materials.
- This weeks readings and lecture casts will help us understand how surveys and interviews inform research and how different research types inform different outcomes for different investigations.
- How pilot research can then inform focused research (surveys for example).

Recap: Developing a Literature Review:

An effective Literature Review incorporates:

- A focused approach to research.
- The ability to identify cross-sectional research (for example: mixing the old with the new).
- Contemporary literature should come from publications ideally within the last 6 years and no older than 10-15 years (maximum).
- Literature review must be based in deep research and not opinion.
- You must be able to dissect your research and analyse and evaluate that research.
- Remember that academic writing is grounded in debate and discussion (looking at the pros and cons of discussion).

A Literature review should:

- Show clarity when looking at and answering the research problem.
- Develop your research methodology.
- Develop your existing knowledge to a topic.
- Fully contextualise your research findings.

Academic conventions:

- Complete the Literature Review on a word document and consider academically appropriate professional presentation when completing this for example:
- Putting the name, student number, where you are studying, the module you are studying on a title page and the unit your are responding to.
- Use contents page.
- Use Arial font size 12.

- Use double line spacing.
- Margin indentations should be 2.5 cm on either side.
- Use regular citation.
- Apply a list of references at the end of your Literature Review.
- Ensure paragraphs are evenly weighted.
- Ensure that syntax is academic and concise (use word count wisely).
- Take a critical approach to content (do not be overly descriptive or subjective in your opinion).
- Ensure that all research is paraphrased away from the original source – consider Turnitin content matches.

What makes a good Literature Review:

Literature reviews allow you to investigate:

- What has already be found (investigated) in a research topic.
 - This then gives the 'author' of the Literature Review knowledge regarding what already exists in their chosen topic.
 - This means it is clear where 'gaps' in research may be, and then what type of research or investigation will fill these gaps.
 - In summary it allows you understand what is unknown in your chosen topic after investigating research and data that is already published regarding your topic...
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- As discussed in seminar 2 we are not looking for lists or literal interpretations of research.
 - The Literature Review should look at a good and extensive cross-section of research linked to the topic (both old and new).
 - The Literature Review should evaluate and analyse research from different points of view.
 - You should draw conclusion from your research by looking at the pros and cons of discussion and remaining objective yourself.
 - If you start your research from the perspective of a biased or subjective opinion (for example: already assuming what the outcomes will be to suit a personal conscious or unconscious bias on the subject) this will show in the manner in which you interpret your research.
 - You should enter any research topic without bias or without pre-conceived ideas.
 - The Literature Review should show the ability to synthesise discussion and should show an intrinsic understanding of the topic (via in-depth, cross-sectional, unbiased research).

A Literature Review must:

- Cite
- Compare
- Contrast
- Critique
- Connect

Your discussion and research.

Link for Literature Reviews:

https://scholar.google.co.uk/scholar?hl=en&as_sdt=0%2C5&q=literature+review&oq=literature

Looking forward to seminar 4:

- Prepare for the next seminar session by attempting the worksheets on hypothesis testing and summary measures, available in Unit 8.
- Collaborative Learning Discussion 2