

REFLECTING ON RESEARCH PRACTICE

ISSUES IN HEALTH AND SOCIAL WELFARE



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Reflecting On Research Practice Issues In Health And Social Welfare

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Reflecting On Research Practice Issues In Health And Social Welfare:

Reflecting on Research Practice Pam Shakespeare, Dorothy Atkinson, Sally French, 1993 Charts some of the hidden from view aspects of social research and explores many of the complex processes involved The chapters range from developing ideas and negotiating with funders to building research relationships and disseminating findings Observation and Its Application to Social Work Pat Le Riche, Karen Tanner, 1998 Karen Tanner and Pat Le Riche have brought together a range of contributions from practitioners and social work academics in order to discuss the application of ideas about observation to social work education and practice The authors focus on how observation can be used to counteract oppressive and dehumanising practices Do It Yourself Social Research Yoland Wadsworth, 2016-06-16 With the rapid growth of collaborative indigenous and community based research one of the key challenges researchers face is finding an effective way of involving non researchers in the research process Do It Yourself Social Research has been a best selling methodology guide for action research projects and community groups in Australia for almost three decades Always emphasizing the importance of a spirit of inquiry it demystifies the research process covering where to start how to manage a research project what methods techniques and resources to use and interpretation analysis and reporting This third edition has been thoroughly revised adding the use of narrative and dialogue in research rich research design and what digital technology can and can t contribute to the research process With its hands on no nonsense approach Do It Yourself Social Research is an essential resource for community groups college students and other novice researchers in health social welfare education and related areas Researching Disability Issues Moore, Michelle, Beazley, Sarah, Maelzer, June, 1998-03-01 This book is designed to meet a growing need for clear illustrations of how to carry out research which seeks to explore disability issues It aims to demonstrate the value of a critical attention to social rather than medical starting points for researching disability through reviewing a variety of studies which look at different aspects of disabled people s lives **Reflections On Research: The Realities Of Doing Research In The Social Sciences** Hallowell, Nina, Lawton, Julia, Gregory, Susan, 2004-10-01 By focusing upon the real life experiences of social science researchers Reflections on Research provides insight into the day to day realities of conducting research the pleasures and the pitfalls As such it is essential reading for all students and researchers in the social sciences as well as academics and professionals interested in research and research ethics **Qualitative Research Practice** Clive Seale, 2007 Aimed at the student reader this book demonstrates the benefits of using particular methods from the viewpoint of real life experience It contains chapters written by leading internationally distinguished qualitative researchers who recount and reflect on their own research experiences as well as others **EBOOK: Reflections on Research: The Realities of Doing Research in the Social Sciences** Nina Hallowell, Julia Lawton, Susan Gregory, 2004-10-16 What is it really like to do social science research In what ways can research go wrong and what can you do to put it right again How do research methods and research ethics relate in practice

This is a how it went rather than a how to do research methods book It is based upon the reflections and experiences of a wide range of established social researchers the majority of whom undertake research in the field of health care By drawing upon anecdotal accounts of setting up research projects negotiating access gathering data and disseminating findings the book highlights the practical and ethical complexities involved in the conduct of empirically based research By focussing upon the real life experiences of social science researchers Reflections on Research provides insight into the day to day realities of conducting research the pleasures and the pitfalls As such it is essential reading for all students and researchers in the social sciences as well as academics and professionals interested in research and research ethics Contributors Priscilla Alderson Professor of Childhood Studies at the Institute of Education Kathryn Backett Milburn Senior Research Fellow at the Research Unit in Health Behaviour and Change and Co Director of the Centre for Research on Families and Relationships University of Edinburgh Rosaline Barbour Professor of Health and Social Care at the University of Dundee Hannah Bradby Lecturer in Medical Sociology at Warwick University Elizabeth Chapman Research Associate at the Centre for Family Research University of Cambridge Susan Cox Assistant Professor and Michael Smith Foundation for Health Research Scholar at The W Maurice Young Centre for Applied Ethics University of British Columbia Sarah Cunningham Burley Reader in Public Health Sciences and Co Director of the Centre for Research on Families and Relationships at the University of Edinburgh Gill Dunne Senior Lecturer in the Department of Sociology at the University of Plymouth Susan Eley Lecturer at the Department of Applied Social Science University of Stirling Elizabeth Ettorre Professor of Sociology University of Plymouth Catherine Exley Lecturer in Medical Sociology in the Centre for Health Services Research University of Newcastle upon Tyne Calliope Bobbie Farsides Senior Lecturer in Medical Ethics at the Centre of Medical Law and Ethics King s College London Claire Foster Chartered Health Psychologist and Senior Research Fellow at The Institute of Cancer Research Jonathan Gabe Reader in Sociology in the Department of Social and Political Science at Royal Holloway University of London Wendy Gnich Research Fellow at the Research Unit in Health Behaviour and Change University of Edinburgh Trudy Goodenough Research Assistant working at the Centre for Ethics in Medicine University of Bristol Susan Gregory Research Fellow at the Research Unit in Health Behaviour and Change the University of Edinburgh Rachel Grellier Assistant Health Nina Hallowell teaches Social Science and Ethics in the department of Public Health Sciences the Medical School University of Edinburgh Khim Horton Lecturer clinical at the European Institute of Health and Medical Sciences University of Surrey Julie Kent Senior Lecturer in Sociology at the University of West of England Julia Lawton Research Fellow at the Research Unit in Health Behaviour and Change the University of Edinburgh Abby Lippman Professor in the Department of Epidemiology Liz Lobb Researcher in familial cancer and palliative care at Edith Cowan University in Perth Lesley Lockyer Senior Lecturer in the Faculty of Health and Social Care University of the West of England Alice Lovell teaches Psychology at Birkbeck College Faculty of Continuing Education Marion McAllister Macmillan Genetic Counsellor and Honorary Lecturer at the North West Genetics Knowledge

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Research Methods For Nurses And The Caring Professions Pamela Abbott, Roger Sapsford, 1998-05-16 Praise for the first edition of *Research into Practice and Research Methods for Nurses and the Caring Professions* These books provide a good introduction for the uninitiated to reading and doing research Abbott and Sapsford provide a clearly written and accessible introduction to social research One of their aims is to demystify research and in this they succeed admirably After reading the text and the articles in the reader and working through the various research exercises readers should have a clear appreciation of how to evaluate other people's research and how to begin their own David Field *Journal of Palliative Medicine* This book now substantially revised in its second edition is about the appreciation evaluation and conduct of social research Aimed at nurses social workers community workers and others in the caring professions the book is particularly focused on research which evaluates and contributes to professional practice The authors have provided many short practical exercises in the text and the examples are drawn mostly from projects carried out by one or two people rather than large research teams The clear accessible style will make this the ideal introductory text for those undertaking or studying research for the first time The book may be used in conjunction with *Research into Practice* Open University Press a reader of useful examples selected by the same authors

The Silent Experiences of Young Bilingual Learners Caroline Bligh, 2014-09-11 Many teachers are increasingly concerned with how to best support the learning of the rising numbers of bilingual learners in schools particularly those children who are new to English and therefore cannot yet

communicate with the teacher or their peers in their first language during the silent period This book offers an alternative insight to that which is most commonly available to teachers and researchers as instead of examining language acquisition purely from a linguistic approach it explores the learning that is occurring through a sociocultural lens and even more significantly from the young child's perspective the worm's eye view Investigated through the experiences of young bilingual learners allows the reader to make sense of the making meaning that occurs when the child cannot make sense of his/her new world nor communicate verbally in the language of instruction in the classroom Remarkably learning through the silent period is revealed as both complex and messy as the bilingual child mediates his or her own learning through a synthesis of alternative learning pathways The silent period is presented as a crucial time for learning distributed through a synthesis of close observation intense listening and most significantly copying the practices of others Throughout the silent period the children are not only seen to be learning but also contributing to the classroom practices The book not only initiates new understandings of second language learning but also offers creative ideas on how to raise the achievement of children who are learning English as an additional language

Feminist Research in Theory and Practice Gayle Letherby, 2003-02-16 an extremely welcome addition to the field of feminist research British Journal of Educational Studies This is a clear and accessible exploration of feminist method methodology and epistemology After situating herself and her work Gayle Letherby charts the debates concerned with the epistemological political and practical issues involved in doing feminist research and places the debates within a wider consideration of the status of knowledge The main focus of the book is then the particular and practical issues for feminist researchers It examines how the process of research affects the results of that research and explores the relation between politics and practice in terms of research and knowledge production Throughout the book there is a practical emphasis on specific examples of feminist research in action and as well as summarizing current theoretical debates Gayle Letherby adds to them Feminist Research in Theory and Practice is designed and written as a textbook for students at advanced undergraduate and postgraduate level but will be a valuable resource for any researcher or individual interested in women's studies feminism and in researching in the social sciences

Deinstitutionalising Women Kelley Johnson, 1998-10-13 An ethnographic study of deinstitutionalisation explores the lives of women with intellectual disabilities

An Auto/Biographical Approach to Learning Disability Research Dorothy Atkinson, 2018-12-07 First published in 1997 Dorothy Atkinson collects testimonies of the personal perspectives of people with learning disability in order to rediscover the histories of people with learning disabilities Calling on the importance of auto biographical research as a mode to encourage social historical awareness and potential understanding of the commonalities as well the differences between people with learning difficulties

Post-Qualifying Child Care Social Work Gillian Ruch, 2008-11-13 The first text to systematically address the learning needs of post qualifying child care social workers Soundly organized and engagingly written with useful summaries and reflective exercises for students it is a very

fine text that will be widely used Nick Pike Principal Lecturer in Social Work University of Gloucestershire This textbook provides an overview of the Post Qualifying Child Care Award in social work Written in response to recent policy and training guidelines it provides the underpinning knowledge for candidates following the Post Qualifying curriculum It helps child care social workers acquire and develop the breadth of knowledge and understanding that characterise best practice Key features include Chapters on reflective collaborative and critical practice child development child observation case management and managing risk working in partnership with children and families inter professional working and practice education Links to the relevant post qualifying standards for social work Contributions from a team of practice assessors and programme candidates A practice based approach clearly links theory research and practice An inter professional perspective Case studies activities and points for reflection that encourage the reader to develop ways of challenging and improving their own practice The book equips social workers with the relevant training knowledge and skills to improve the quality of services and their delivery With an emphasis upon continuing professional development this text is suitable for social workers studying for the Child Care Award those already in practice and other social care professionals working with children

Mental Health Service Users in Research Patsy Staddon, 2015-01-14 In examining how our identity shapes the knowledge we produce Mental health service users in research considers ways of doing research which bring multiple understandings together effectively and explains the sociological use of autobiography and its relevance Issues in Deaf Education Susan Gregory, 1998 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company

Revitalising Critical Reflection in Contemporary Social Work Research, Practice and Education Christian Franklin Svensson, Pia Ringø, 2022-12-09 Globally social work faces increasingly complex cultural political economic legal organisational technological and professional conditions Critically reflecting on the subject this book heightens critical consciousness among social work researchers educators practitioners and students about the structural dimensions of social problems and human suffering it highlights the inter relationship between agency and structure and discusses strategies to challenge and change both individual and societal consciousness Offering the reader an opportunity to gain in depth understanding of how critical reflection is possible in contemporary social work research practice and education it will be required reading for all social work scholars students and professionals **Fieldwork, Participation and Practice**

Marlene de Laine, 2000-12-19 This timely and topical look at the role of ethics in fieldwork takes into account some of the major issues confronting qualitative researchers The main purposes of this book are twofold to promote an understanding of the harmful possibilities of fieldwork and to provide ways of dealing with ethical problems and dilemmas To these ends examples of actual fieldwork are provided that address ethical problems and dilemmas and posit ways of dealing with them

Children's Reflections On Family Life Michele Moore, 2012-11-12 How important is the family for children How do children cope when parents have to juggle child care employment and other responsibilities In this volume these questions

and others are raised and reflected upon by children themselves providing insights for parents and professionals Being Critically Reflective Fiona Gardner, 2014-07-04 Many students and practitioners are familiar with critical reflection but struggle to make space for it in their everyday practice This book provides an accessible and practical introduction not only to doing critical reflection but to being critically reflective It demonstrates how reflective capacity can be developed in different practice contexts and applied productively to supervision teamwork and interprofessional working It outlines the different theoretical underpinnings and methods of critical reflection exploring the use of visual images writing techniques and group meetings It is rich with engaging case studies and questions for the reader that will help them to make critical reflection an integral part of their everyday practice This book is an ideal guide to dealing with challenge and change across a range of social and healthcare services including social work nursing youth and community work counselling and allied healthcare professions *Critical Reflection in Context* Jan Fook, Fiona Gardner, 2012-10-02 Critical reflection enables practitioners especially those within health and social care to theorise from their own practice improving and developing their work and practising both creatively and professionally This book provides an accessible overview of the influential Fook Gardner Critical Reflection framework for students researchers and professionals It then presents a wide range of illustrative case studies from a variety of different health and social care settings demonstrating how it can be used in effective and innovative practice around the world By highlighting how professionals are actually using the Fook Gardner model of critical reflection it shares practical and resourceful ideas and provides specific theoretical and practical guidelines for use It also further conceptualises and develops the theory of critical reflection by articulating underlying theory used in practice The book also draws out particular issues for how critical reflection might be better practised within organisations and develops a framework for a better understanding of this The book is divided into four parts discussing critical reflection in Professional Practice Supervision and Management Research Education Including an up to date overview of the framework written by Jan Fook this helpful text makes a significant contribution in terms of the practical theorizing of critical reflection It will be of use to health and social care professionals keen to practice creatively and effectively especially those undertaking short courses or further development in supervision critical reflection advanced practice and leadership and management

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