

Criminology 321
Ethical Principles in
Social Research
[cont'd]

Conflict of Roles/Divided Loyalties

- Professionalization/proliferation of research skills/interests opens possibility for conflicts of interest
- Conflicting roles
 - What happens after the research is over?
 - Power dynamics of teacher/researcher, police officer/researcher, social worker/researcher, etc
 - Conflicting allegiances; conflicting standards (e.g., regarding confidentiality/disclosure/reporting)

Conflict of Roles/Divided Loyalties

- Conflicting duties: TCPS is clear you must distinguish roles when professional/research standards may create a conflict:
 - “To preserve and not abuse the trust on which many professional relations reside, researchers should separate their role as researcher from their roles as therapists, caregivers, teachers, advisors, consultants, supervisors, students, employers and the like.” (p.2.4)

Conflict of Roles

- Zinger was a PhD student at Carleton University while a CSC employee
- Did his dissertation on the effects of “administrative segregation” (i.e., solitary confinement)
- Limited confidentiality
- Results – self-serving; invalid; did not answer his research question

Ethics Regulation

Ethics Regulation

- Research ethics in criminology regulated by
 - disciplinary standards in Criminology such as those articulated by the Academy of Criminal Justice Sciences and American Society of Criminology;
 - assorted SFU policies: primarily the SFU Research Ethics Policy (R20.01) and those concerning academic freedom, integrity
 - the *Tri-Council Policy Statement (TCPS)* on ethics in research involving humans
 - your personal ethical standards

The Regulation of Ethics

- Biggest thing to happen in Canada is development of the *Tri-Council Policy Statement* (1998, 2010, 2018)



REBs and Qualitative Research

- TCPS 1.0 (1998) very biomedically guided
- REBs initially obstructive/threatened
 - Can't predict everything that will happen; we *hope* to be surprised
 - Can't state all procedures ahead of time; collaborative designs (and qualitative ethics) require participant involvement
 - Can't always identify sample ahead of time
 - No rigid boundaries between "research" and other activities

REBs and Qualitative Research

- TCPS 2.0 (2010) addressed social sciences
- New Chapter (10) on Qualitative research and other changes improved the situation considerably
- Unfortunately, SFU recently takes step backwards, adopts only biomedical SOPs
- Social science researchers must be careful when they get poor advice from ORE based on current SOPs

Criminology 321 Sampling & Recruitment

Sampling

- We decide on a research site or phenomenon we want to investigate. But what next?
- A sampling question:
 - What do we look at?
 - Who do we talk to?

Identifying your Population

- Populations are less "defined" and more "constructed" (e.g., abuse, sex work, violence)
 - "How much ___ is there?"
- Identifying population *deductively* works for theory but can create conceptual blinders (e.g., heroin addicts)
- Identifying population *inductively* allows you to "refine" sample conceptually as you gather data and ask who/what's missing

Purposive Sampling

- You purposefully select/target participants with characteristics important to your research question and the study's objectives
- Participants should be 'information-rich'
- Flexible, iterative approach allows sample to evolve as the study progresses
- Goal is a sample diverse enough to include variety of experiences/perspectives

Purposive Sampling

- Most important group, issue, or research site to sample is the one that has the greatest potential for providing new information and/or changing your thinking
- An iterative process; always wonder who/what is missing

Purposive Sampling: Examples

- **Stakeholder Sampling**
 - e.g., MRDS study that evaluated the effects of a new communications system for VPD. Talked to admin, patrol officers, dispatchers, IT folks.
- **Extreme or Deviant Case**
 - e.g., Boston College/Belfast Project study. Interesting precisely because it was such a complete disaster

Purposive Sampling: Examples

- **Typical Case**
 - e.g., Becker's "crocks" study, part of a larger project looking at the way that budding doctors are socialized into the medical profession. U of Kansas picked because just another med school
- **Representative**
 - e.g., a study I did looking at Indigenous Justice programs in BC: strengths, challenges, aspirations, relations with CJS

Purposive Sampling: Examples

- **Criterion**
 - We seek people who have had a specific experience or fit a particular demographic or cultural group. For example,
 - Zena Rossouw and I looking at police officers who had taken part in serial murder investigations
 - Ryan Sandrin and I looking at visible minority people playing hockey
 - Hollis Schmidt and I spoke with former IRA members who shared prison time with Bobby Sands

Purposive Sampling: Examples

- **Negative Case**
 - e.g., annie ross of INDG along with me, Steff King and Gail Anderson put together a tool to assess the adequacy of police and coroner investigations in response to three suspicious deaths in Prince Rupert
 - the Boston College/Belfast Project study could be put in here as well
 - so, too, could the study by Palys & Lowman regarding SFU and Russel Ogen

Purposive Sampling: Examples

- **Critical Case**

- e.g., David MacAlister and I looked at the Bruckert & Parent case in Quebec Superior Court because it was the first real court case in Canada regarding research confidentiality where privilege was put to the test

Build diversity into your sample(s)

- Can theorize dimensions of variation and/or be guided by the literature or by gaps in the literature
- Literature on prostitution/sex work provides an excellent example
 - What is “sex work”?
 - Is prostitution an inherently violent occupation?
 - Implications for Bedford
- Can also build in diversity methodologically by triangulating sources

Can results be generalized from a small or non-random sample?

- It depends
- The thing to do is not simply dismiss generalizability, but to think it through
- Ultimately an empirical question that will involve you contextualizing your results in the literature
- To whom do you think it will *not* generalize? That’s where you should go next

Recruitment

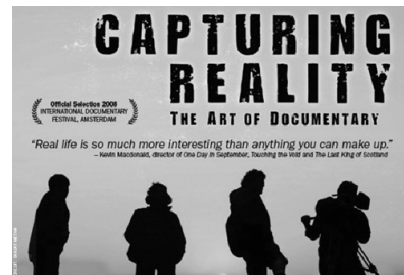


Table 6.2 Benefits and challenges of select recruitment strategies

Recruitment strategy	How it works	Benefits	Challenges
Gatekeepers	Utilize trusted community leaders who know the local population to assist with recruiting eligible participants	Respects social hierarchy and protocol Identify eligible community members Advise on cultural appropriateness Trusted advocate for study	Potential selection bias Potential coercion of participants
Registers	Select participants from a register of people who meet the inclusion criteria	Enables recruitment of a diverse sample	Requires permission to access registers

Gatekeepers

- **Benefits:**
 - respecting local protocols
 - helpful in identifying participants
 - advocate for the study
- **But look out for these:**
 - may select only those they *want* you to talk to
 - sometimes *too* helpful, don’t want coercive
- E.g., Hollis/IRA; Marsha-Ann/Jamaica

Registers

- Basically sampling frames
- They often include more than simply names, which can help with target sampling
 - e.g., ethics policy study, SSHRC/CIHR lists
- Registers can help put sample in context
 - e.g., for VPD study with computer terminals in cars, survey of non-random 200
 - registers gave rank structure and position
 - responses also triangulated with other data sources

Table 6.2 Benefits and challenges of select recruitment strategies

Recruitment strategy	How it works	Benefits	Challenges
Formal and informal networks	Recruit participants from formal or informal networks that represent a concentration of the study population	Concentration of eligible participants Provides a forum for recruitment Enables endorsement for study	Requires permission to access networks Sampling limited to network members
Snowballing	Utilize social networks to recruit eligible participants	Trusted referrals to study Identify hard-to-reach participants	Potential lack of diversity in sample Manage disclosure of private information Time consuming

Network & Snowball Sampling

- Networks -- groupings that can give you concentrated access to a sample
 - Formal – organizations, associations, agencies
 - Less formal – chat groups, message boards, clubs. Be careful with netiquette
- Snowball (or chain) sampling
 - Excellent for hidden populations; trust implied
 - e.g., Edna Salaman and “Kept Women”
 - Be careful of homogeneous niches

Table 6.2 Benefits and challenges of select recruitment strategies

Recruitment strategy	How it works	Benefits	Challenges
Advertisements	Advertise the study to invite eligible participants to contact the researchers	Participants self-identify Motivated participants Meet challenging sample criteria	Self-selecting sample Requires strong incentive Potential for low response
Mixed method recruitment	Recruit existing participants in another part of the study (e.g. survey or focus group participants)	Established rapport with study Utilize data on participants to recruit for diversity Additional data about participants	Prior involvement may prime participants on study issues Increased participant burden

Advertisements & Mixed Methods

- Ads allow people to self-identify, and can target by locale (e.g., Atchison), but social distance means low participation rates
- Mixed methods opens door to more
 - e.g., cascading design from ethics policy study
 - brief structured section coupled with open-ended items supplemented by interview opportunity

How Many is Enough?

- Sampling in Qualitative approaches less focused on numbers, more on richness, depth of data/information
- **Saturation** an important criterion
- Your text defines this as
 - “the point in data collection when no more new issues are identified, data begin to repeat with no added understanding of the issues, and so further data collection (with this sample) becomes redundant

Can take surprisingly few people to reach saturation

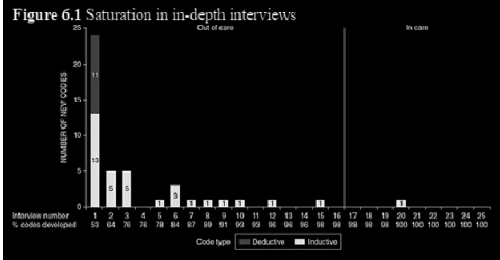


Table 6.3 Parameters influencing saturation and sample sizes

Influences on saturation	How it affects sample size
Study purpose	A study aiming to identify broad thematic issues (e.g. issues to include on survey instrument) will likely reach saturation quickly thus require a smaller sample size, while a study aiming to understand complex phenomena or develop theory will likely need more data to reach saturation so require a larger sample size.
Study population	A homogeneous or narrowly defined study population will likely reach saturation quickly so require a smaller sample size; while a heterogeneous study population or having several study populations will likely need more data to capture the diversity of issues in each and thus require a larger sample size.
Sampling strategy	A study using an inductive process of sampling to gain depth and diversity will likely reach saturation quickly and need a smaller sample size than a study not using an inductive process; alternatively an inductive process may uncover new data sources that increase the sample size.
Data quality	A study generating "thick" data with detailed insights on the study issues (which may result from experienced qualitative researchers) will likely reach saturation quickly and require a smaller sample size, while a study generating "thin" data with little contextual depth (which may result from less experienced qualitative researchers) will likely require more data to capture the issues and reach saturation so a larger sample size is needed.
Study focus	A study focusing on explicit, concrete issues will likely reach saturation sooner and need a smaller sample size than a study focusing on more conceptual or complex issues which likely requires more data thus a larger sample size.
Saturation goal	A study with the goal of seeking saturation in only core issues will likely reach saturation sooner and require a smaller sample than a study with the goal of seeking saturation more broadly across all issues in the data.

Today and Next Week

- Remember your oral history proposals and TCPS Certificates are due today, although you cannot proceed without these, so I will continue receiving them however long it takes
- Next week we start looking at particular methods. We begin with Oral History.