

- Deception:
 - Not without strong scientific/medical justification
 - Or if likely to object or show unease once debriefed
 - Sufficient information at the earliest stage.
- Protection from harm:
 - Both physical and mental harm
 - Risk no greater than in everyday life
 - Vulnerability?
 - psychology/emotional distress
 - Debriefing and contact details
- Informed consent:
 - Purpose, duration, procedures
 - Risks, discomfort or benefits
 - Limits to confidentiality/anonymity
 - Incentives
 - Withdrawal and contact
 - Children or vulnerable/incapable adults? Parents of guardians.
 - Exceptions:
 - Observations in a public place
 - Information in the public domain, e.g. internet
- Deception:
 - Debrief as soon as possible
- Debriefing:
 - purpose/results
 - deception/discomfort
 - Procedural problems
- Withdrawal and non-participation:
 - Participants can ask to withdraw their data
 - Withdraw retrospectively
 - Data destroyed
 - Gowers et al, (2007)
 - Property of experiment?
 - Self selecting sample?

Internet research

- Informed consent:
 - children/vulnerable adults?
 - Participant identity?
 - Chat rooms?
- Public or private?
 - Pittenger (2003)
 - Widespread - anonymous - open/public forums

ALTERNATIVE QUALITATIVE DATA COLLECTION METHODS

Focus group = group of individuals selected and assembled by researchers to discuss and comment on, from personal exp, the topic that is the subject of the research - Powell et al. (1996)

- Facilitated by researcher
- Getting people to think about, discuss/debate an issue (or set of issues) related to the research question
- Key is group interaction

Why/when use them?

- To access attitudes, feeling, beliefs and experiences of a group rather than just individuals (interviews)
- To generate discussion/debate about your research question/area of research
- When people may not feel comfortable talking in individual interviews
- Epistemology
 - Interpretivism (understanding) not positivism (explanation)

Type of research questions

Benefits of focus groups

- Allows for interaction and discussion
- Ideas can be shared
- Provides window into culture
- Allows for people to change their mind
- Many forms of communication; jokes, anecdotes, teasing, arguing
- Conflicting data
- Allows ppts to interpret each others' responses
- Provides large amount of info in short space of time
- Can be empowering to ppts
- Facilitates discussion of taboo topics

Limitations of focus groups

- Research has less control over data produced
- Time-consuming
- Less confidentiality
- Determining conflicts in opinion
- Power dynamics
- Social desirability bias

- Conversation analysis

T-TESTS

Stroop test (1935)

- Demonstrates cognitive interferences
- Reaction time delayed due to mismatching stimuli
- Quicker when there's congruence than incongruence

T-tests

- Two types - used for within subjects and between subjects designs
- Within subjects - paired/related/dependent
- Between subjects - unpaired/unrelated/independent
- Used when we have two diff conditions or groups
- Parametric test
- Data must be interval or ratio and normally distributed
- Between-subject t-tests have an additional assumption: homogeneity of variance

Effect sizes

- 'Cohens D'
- D value 0.2 is small, 0.5 medium and 0.8 large
- Need to calculate by hand
- For paired samples t-test the d value is mean difference divided by SD of mean difference (or SPSS output)

Paired samples t-test write-up:

A paired samples t-test was conducted to assess the difference in reaction time between congruent and incongruent conditions. There was a significant difference between congruent and incongruent conditions, $t(5) = 1.36$, $p = .02$, $d = 0.25$, with participants having significantly lower reaction times when completing the congruent (14.17 ± 4.22) relative to the incongruent condition (16.83 ± 7.60).

Direction of effect is stated - gained by looking at means of each condition

Stroop experiment 2

- There may be practice effects, so can do between-subjects design
- One group completes congruent task, another group completes incongruent task

Independent samples t-test

SINGLE CASE RESEARCH

Overview

- Nomothetic vs idiographic
- Case studies
- Single-case experiments
 - Experimental designs

Nomothetic research

- Groups
- Universal laws
- Predict average behaviour
- Developmental trajectories

Idiographic research

- The individual
- Unique
- Rehabilitation
- Risk assessment

Conflict

- Mental health conditions
- Cannabis and treatment of pain

“If you want to know something about a person, why not first ask him?” - Allport (1953)

The clinician's goal “...is not to predict the aggregate, but to foretell what any one man will do... universal and group norms are useful, but they do not go the whole distance.”

Single case research

- Developing broad psychological theories
- E.g. Amnesia
- General understanding of hippocampus function
- Diff parts of the brain - diff kinds of memories

Amnesia

- Diff kinds of memory: STM, LTM, procedural, episodic, semantic
- Two main types of amnesia:
 - Anterograde
 - Impairment of memory after trauma
 - Only LTM affected
 - Retrograde

Wolf man

- Severe depression
- Nightmare about white wolves
- Caused by seeing parents having sex

Advantages of case studies

- Good source of ideas for research
- Opportunity for innovation especially in clinical samples
- Rare phenomena
 - E.g. Luria (1968) - the mind of a mnemonist

Issues with case studies

- Objectivity - confirmation bias
- Cause and effect
 - covariation/correlation
 - Time-order relationship
 - Eliminate possible alternative causes
- Generalisation
 - Representativeness?
 - Is the phenomena the same in other people?

Single case experiments

- Skinner - School of experimental psychological research
- Behaviourist - operant conditioning
- Behaviourism evolved from single case experimental research designs
- Training animals using operant reinforcement

Applied behaviour analysis

- ABAB design (reversal):
 - Baseline - intervention - baseline - intervention
 - Clear change when intervention is added or removed = effective treatment
 - No ethical or practical issues
 - Continuous assessment
 - Baseline assessment - standard for improvement
 - Stability of performance/behaviour - evaluation of change from baseline
 - Different phases
 - High internal validity
 - Testing diff interventions
 - Data evaluation