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<p style="text-align: center;"> <b>Watch and listen</b> <b>Mental health</b></p> <p>TED talk about causes for depression and anxiety</p> <p><a href="#"><u>This is why you could be depressed or anxious</u></a></p> <p><b>Time: 20mins</b></p>	<p style="text-align: center;"> <b>Read</b> <b>Social Influence</b></p> <p>Conformity is a type of social influence involving a change in belief or behaviour in order to fit in with a group. Make notes on what conformity is, the types of conformity and reasons for conformity</p> <p><a href="#"><u>What is conformity?</u></a></p> <p>Take the below quiz:</p> <p><a href="#"><u>Can you resist conformity?</u></a></p> <p><b>Time: 40mins</b></p>	<p style="text-align: center;"> <b>Watch</b> <b>Memory</b></p> <p>TED talk which discusses the reliability of memory and the impact of false memory. Reflect on the TED talk and make your own notes.</p> <p><a href="#"><u>How reliable is your memory?</u></a></p> <p><i>TED Talks – Elizabeth Loftus</i></p> <p><b>Time: 30 minutes</b></p>	<p style="text-align: center;"> <b>Watch</b> <b>Attachment</b></p> <p>Should psychologists use animals in their research? Watch this video.</p> <p>Explain whether you think that using animals can help us to understand human attachment?</p> <p><a href="https://www.youtube.com/watch?v=OrNBHzjg8I"><u>https://www.youtube.com/watch?v=OrNBHzjg8I</u></a></p> <p>Is it morally right to use animals in this way?</p> <p><b>Time: 20mins</b></p>



## Psychology summer transition task Part 2 - Mr Delf

The majority of **psychology research** is carried out in the form of '**Experiments**'. The thing is, what you regularly call 'An Experiment' in your everyday life, may not in fact be an Experiment! It is vital that as a Psychology student you understand the different types of research that can be conducted. Not all studies are 'Experiments', but all 'Experiments' are studies! If you think about this carefully, you SHOULD already know what a real experiment is from work you have done in GCSE science— remember the **Independent Variable (IV)** and the **Dependent Variable (DV)**?

Some research is also done in the form of **Correlations** where there is no IV and DV, we are simply interested in the strength and direction of the relationship between two **co-variables**. **Correlations are therefore NOT experiments!**

Before you start the course it is ESSENTIAL that you have a good understanding of these terms and how they work in practice.

### Task

Complete the reading provided on below on 'The experimental method' including information on 'Aims & Hypotheses'. Highlight any important key terms and points.

### Task 2

Answer the questions that follow (including any activities and past paper style questions you are directed to)

## The Experimental Method

The Experimental Method involves the manipulation (changing) of an Independent Variable (IV) to measure the effect on the Dependent Variable (DV)

### Aims and Hypotheses

An aim is a general statement that describes the purpose of an investigation

- **An example aim of research would be:** To investigate which gender is better at psychology

A Hypothesis is a testable statement that predicts the outcome of a study at the start of an investigation.

- **An example hypothesis for the aim above would be:** Males will score higher marks in a psychology test (out of 20) than Females

**Look carefully at the difference between the aim and the hypothesis above – see how the hypothesis is worded more scientifically and is clear on how the research will be measured.**

- Hypotheses should:
  - Include reference to the two (or more) conditions/groups (or co-variables in the case of correlations) in the research
  - Should clearly **operationalise** (Define and state how to measure) the IV and DV (or co-variables in a correlation)
  - Don't forget, the IV is the variable that is changed at the start of an experiment (the two or more groups/conditions)
  - The DV is what changes at the end of an experiment, **as a result** of the IV being changed. The DV is essentially what is being measured in the study
- A hypothesis can be either **directional (1 tailed)** or **non-directional (2 tailed)**
  - A directional hypothesis suggests a specific **direction of outcome** ie: That one condition will score higher than another (in the case of experiments) or that there will be a positive or negative relationship (in the case of correlations)
  - A non-directional hypothesis suggests that there will be a **difference** (or a relationship) but not the direction.

### A Note on the difference between an Experiment and a Correlation

- An **Experiment** has a clear IV (conditions) which is manipulated to see the effect on the DV (the results). When you also factor in controls (see next section) an Experiment will allow you to attempt to establish cause and effect – that changing the IV **CAUSED** the change in the DV
  - In a **Correlation** there is no IV or DV, there are simply two variables (known as **co-variables**) and we look to see how closely related they are/what the relationship is between them is.
  - In the RM scenarios you have to read in the exam look out for clues such as the word '**difference**' or '**relationship**' that should flag up to you whether research is an experiment or a correlation.
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- Operationalising variables
    - To **operationalise variables** you need to ensure you clearly state how they are defined and measured.
    - You will need to do this for both the IV and the DV
      - For example, if you were measuring how good someone's Short Term memory was, you would need to set them some sort of **test to measure this**

– and this would need to be included as the operationalised DV in any hypothesis.

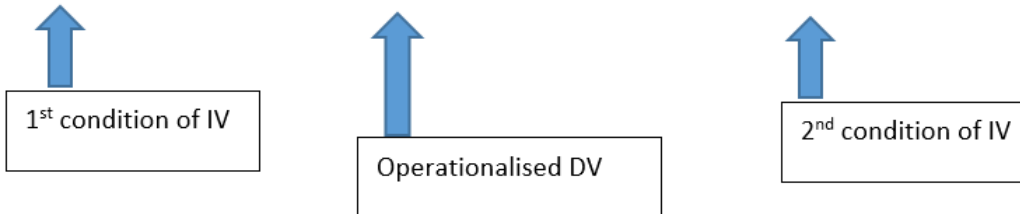
- Boys will do better in psychology than girls is therefore NOT operationalised
- Boys will score higher marks in a psychology test compared to girls IS operationalised.

### Writing frames for hypotheses writing

- Hypotheses for **experimental research** follow this layout:
  - **Directional (1 tailed) hypothesis:** Males will score higher marks in a psychology test than Females
  - **Non-directional (2 tailed) hypothesis:** There will be a difference in the scores on a psychology test between males and females
  - Follow this writing frame for writing hypotheses for experiments:
    - **Directional:** (Condition 1 of IV) will score (DV) than (Condition 2 of IV)
    - **Non-directional:** There will be a difference (DV) between (Condition 1 of IV) and (Condition 2 of IV)

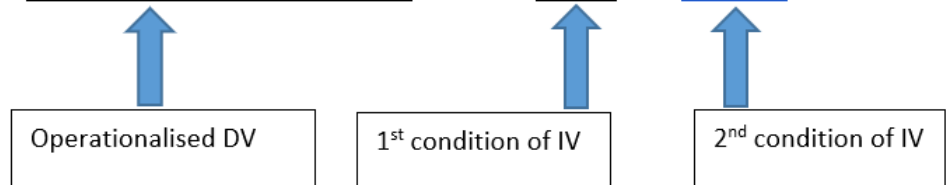
#### Directional Hypothesis

Males will score higher marks in a psychology test than Females



#### Non-directional Hypothesis

There will be a difference in the scores on a psychology test between males and females



- Hypotheses for **Correlational research** follow this layout:
  - **Directional (1 tailed) Hypothesis:** There will be a **positive** correlation between hours spent revising and scores on a psychology test
  - **Non-directional (2 tailed) Hypothesis:** There will be a correlation between hours spent revising and scores on a psychology test
  - When writing hypotheses for correlations, simply include the direction of the correlation (positive or negative) to make it directional. Do not include it for non-directional.
- When should a hypothesis be directional or non-directional?

- Directional hypothesis are normally written when there is previous research that has been conducted that broadly agrees with or suggests a direction of outcome/change
- Non-directional hypotheses are normally written when there is either no previous research in this area **OR** previous research conducted has shown mixed results and does not agree on a direction of outcome

### **Revision tasks**

For each scenario below

- 1) Are these research scenarios experiments or correlations. Justify your answers
- 2) Should the hypothesis for each one be directional or non-directional? Justify your answers
- 3) Write out a suitable hypothesis for each one. Use the writing frame above to help you.

#### **Scenario 1**

Psychologists were interested in knowing which gender would display higher levels of spatial awareness. They decided to test this by designing a task where participants were marked out of 10 on their ability to find items on a map. There was a fairly large amount of research in this area but much of it had mixed or unclear findings, or showed there to be little differences between the genders.

Write a suitable hypothesis for this research scenario

**[3 marks]**

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#### **Scenario 2**

A hospital was interested in knowing if there was a relationship between the age of visitors and how long (if at all) they washed their hands before entering wards to visit sick relatives. They asked a Psychologist to investigate this behaviour, as they could not find any previous research in this field.

Write a suitable hypothesis for this research scenario

**[3 marks]**

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**Scenario 3**

Researchers were interested in discovering whether students who received anxiety training to help them calm down around the time of exams would show an increase in performance levels. Previous research in this area consistently showed benefits to anxiety training such as deep breathing skills and positive visualisation.

Write a suitable hypothesis for this research scenario

**[3 marks]**

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**Scenario 4**

A group of students taking Psychology A Level were interested in discovering whether there truly is a link between the hours of revision students put into a test and how well they do on that test. All the revision guides and advice they received from their teachers seemed to suggest that the more hours of revision you undertake, then the better your results will be.

Write a suitable hypothesis for this research scenario

**[3 marks]**

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## Real life exam style questions

Read the item below and answer the questions that follow

Two psychologists investigated the **relationship (correlation)** between age and recall of medical advice. A number of previous research studies seemed to agree that recall of medical advice tended to be poorer in older patients, perhaps due to the reduction in the effectiveness of their memory as they got older.

The study was conducted at a doctor's surgery and involved a sample of 10 patients aged between 18 and 78 years. They all saw the same doctor, who made notes of the advice that she gave during the consultation. One of the psychologists interviewed each of the patients individually, immediately after they had seen the doctor. The psychologist asked each patient a set of questions about what the doctor had said about their diagnosis and treatment.

The patients' responses were recorded and then typed out. The psychologists compared each typed account with the doctor's written notes in order to rate the accuracy of the accounts on a scale of 1 – 10.

A high rating indicated that the patient's recall was very accurate and a low rating indicated that the patient's recall was very inaccurate.

The following results were gained:

Participant number	Age (years)	Accuracy rating (1-10)
1	18	8
2	24	8
3	29	7
4	33	6
5	37	6
6	44	7
7	46	5
8	56	3
9	67	3
10	78	2

**01.1** The psychologists decided to propose a directional hypothesis. Explain why a directional hypothesis was appropriate in this case. **[2 marks]**

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**01.2** Write a suitable directional hypothesis for this study **[3 marks]**

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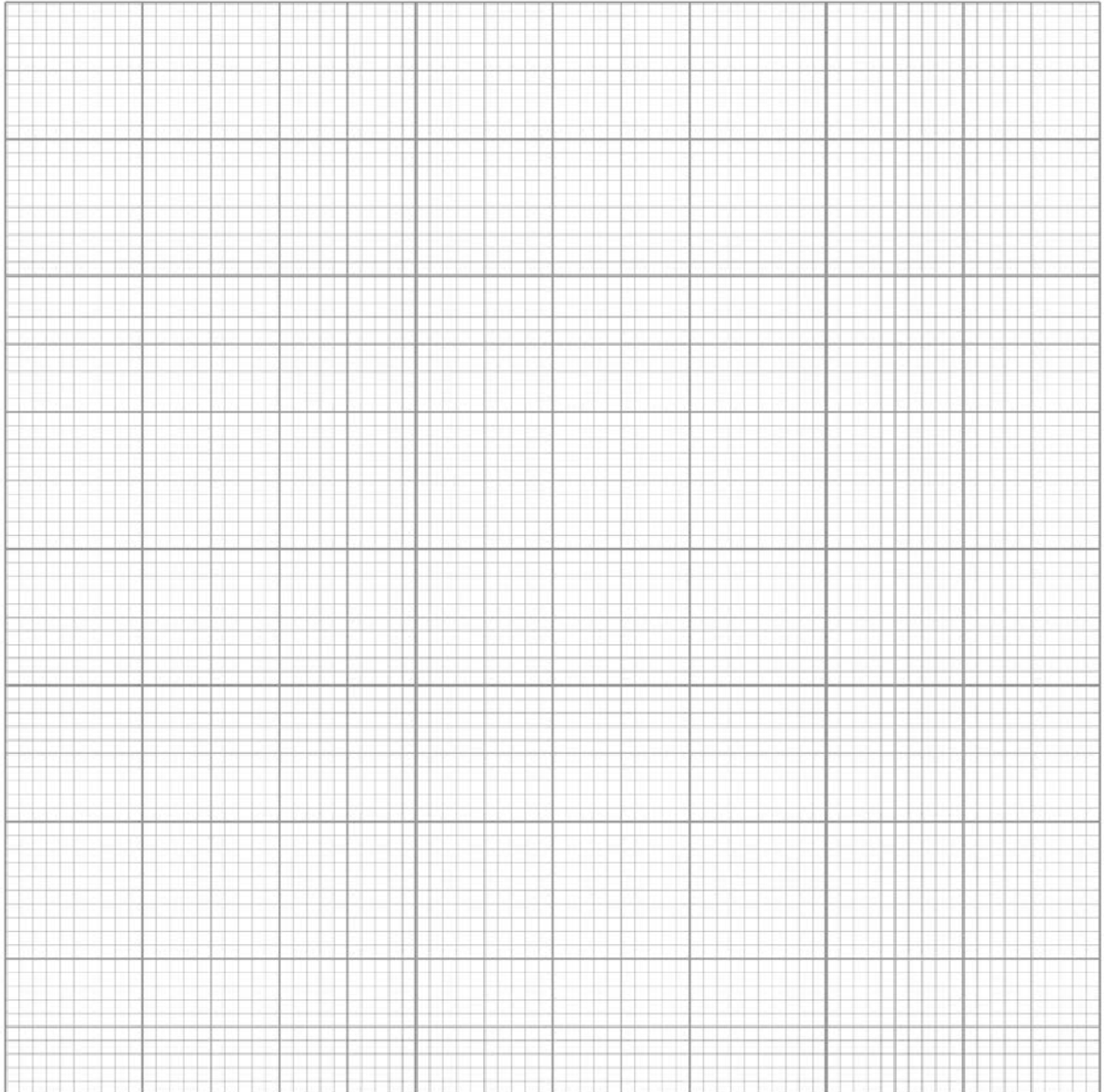
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**01.3** Draw a suitable graphical display to show the relationship (correlation) found by the researchers. Ensure you label both axis and give your graph a title. **[4 marks]**

**Title:** \_\_\_\_\_



**01.4** What can you conclude about the relationship (correlation) shown in the graph above? Explain your answer **[2 marks]**

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Later on, the psychologists then wanted to see whether the use of diagrams in medical consultations would affect recall of medical information. There did not appear to be any previous research into this.

In an **experiment** involving a medical consultation role-play, a new set of 20 participants were randomly allocated to one of two conditions. In Condition A, a doctor used diagrams to present to each participant a series of facts about high blood pressure. In Condition B, the same doctor presented the same series of facts about high blood pressure to each participant verbally, without the use of diagrams. At the end of the consultation, participants were tested on their recall of facts about high blood pressure. Each participant was given a score out of ten for the number of facts recalled.

The following results were gained:

Participant number	Condition A (Diagrams)	Condition B (No diagrams)
1	7	6
2	7	2
3	8	4
4	6	7
5	8	5
6	9	3
7	5	6
8	7	5
9	8	4
10	6	3

**02.1** Identify the operationalised Independent and dependent variables in this experiment

[2 marks]

Independent variable \_\_\_\_\_

Dependent variable \_\_\_\_\_

**02.2** Write a suitable hypothesis for this study. Ensure that your variables are fully operationalised

[3 marks]

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**02.3** Calculate the mean score for each condition. Show your workings

[2 marks]

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**02.4** Calculate the median score for each condition. Show your workings

**[2 marks]**

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**02.5** Referring to your answers to 02.3 and 02.4 above, what can we conclude from the results of this study?

**[3 marks]**

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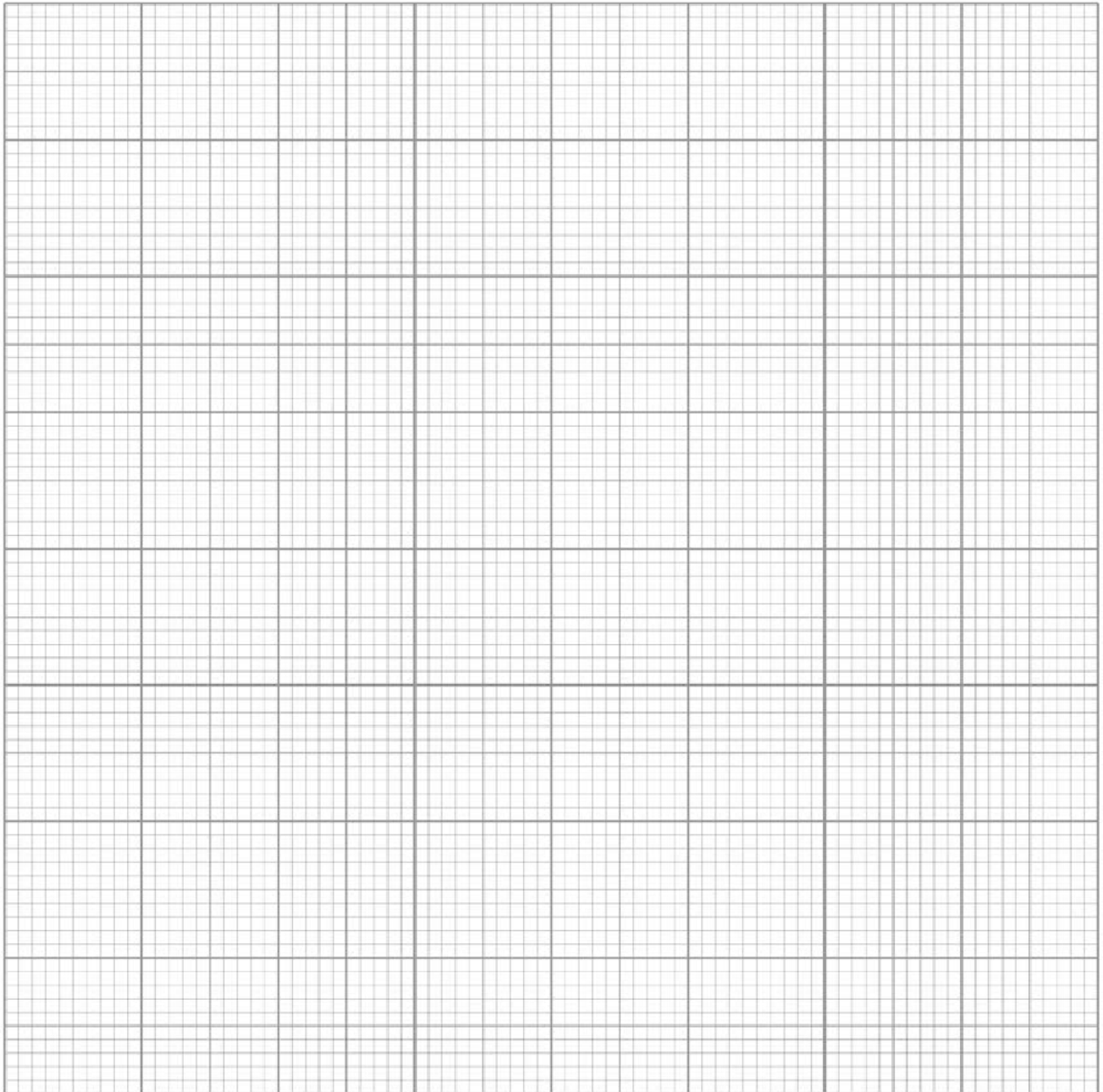
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**Question 02.6 continues below**

**02.7** Draw a bar chart to summarise the mean score for each condition found by the researchers. Ensure you label both axis and give your graph a title.

**[4 marks]**

**Title:** \_\_\_\_\_



**TOTAL:** \_\_\_\_\_ /27

### **Check your knowledge questions (For your own understanding)**

- 1) What is the difference between an aim and a hypothesis?
- 2) What does the term 'Operationalising' mean?
- 3) Why is operationalising important?
- 4) Give **two** conditions under which a non-directional hypothesis would be used instead of a directional hypothesis
- 5) When would you therefore use a directional hypothesis?
- 6) Explain the difference between an experiment and a correlation
- 7) In a research scenario what clues would there be in the language used that it is an Experiment? In a research scenario what clues would there be in the language used that it is a Correlation?

## Psychology summer transition task - Part 3 - Miss Amunikoro

### Ethics in Psychological Research

#### Task 1

Complete the reading provided below on 'Ethics in Psychological research' Highlight any important key terms and points.

#### Task 2

Answer the questions that follow (including any activities and past paper style questions you are directed to)

#### *Read the notes below and answer the questions that follow*

- The term 'Ethics' refers to moral decisions. An **ethical issue** arises when there is a conflict between the demands of psychological research and the moral responsibility of the researcher to the participant.
- **The British Psychological Society (BPS)** was founded in 1901 and is the professional body for psychologists working in the British Isles. It publishes a **code of ethics** which provides guidelines for anyone conducting or funding psychological research. The underlying principle in this code is that participants in research must be treated with sensitivity and respect, and those conducting research must be competent to do so. The BPS is also responsible for publishing a number of academic journals, but is no longer responsible for formal regulation of the profession – in 2009 this responsibility passed to the Health and Care Professions Council.
- Every institution (university or business) that employs researchers has an **ethics committee**. It is the job of this committee to decide whether a proposed piece of research should take place. To do this they will conduct a cost-benefit analysis, considering whether the possible benefits of the research outweigh the potential costs.
  - Possible benefits include:
    - Increase in the body of knowledge
    - Challenge to existing theory which opens up new avenues of research
    - Practical applications of findings
  - Possible costs include:
    - Harm to individual participants
    - Damage to the reputation of psychology, which may discourage people from taking part in research in the future
- The main **ethical issues** in psychological research are:
  - **Protection from harm** - refers to the right of participants to be protected from both physical and psychological distress. During the research they should not encounter levels of distress that are greater than those they would experience in the course of their normal lives, and participating in the research should not have a lasting effect on their mental or physical health.
  - **Informed consent** - refers to the right of participants to be given information about the aims and procedures of the research, their rights in relation to the research, and the way in which the data collected will be used. If participants are over 16, they should sign a consent form which gives all the relevant detail of the study; if they are under 16 a parent or guardian should sign on their behalf.

- **Deception** - refers to the right of participants not to have information about the research withheld from them (passive deception), and not to be given false information about the research (active deception). This issue is closely connected to the issue of informed consent.
- **Right to withdraw** - refers to the right of participants to stop participating in the research at any point, and to have all the data they have provided destroyed when they leave the study. Psychologists should be aware that if participants are paid they may feel less able to withdraw, even if they are told that they can.
- **Confidentiality and privacy** - refers to the right of the participants to have their personal details protected. This is a legal right as well as a moral one.

**Task:**

Create an acronym for the above ethical issues to help you remember.....

- These rights may raise issues for the following reasons:
  - If participants are aware of the aims of the research they may be more likely to display demand characteristics. The researcher may therefore wish to withhold some information or give false information in order to increase the validity of the findings.
  - Psychologists are in a position of authority and are trusted by participants to tell them the truth and to safeguard their welfare.
  - A researcher may not be able to predict the level of stress that individual participants may experience. Psychological harm may be completely unexpected.
  - Participants may lack understanding of what it means to take part in psychological research and therefore be unable to give fully informed consent. This particularly applies to children.
  - It is possible that participants could be identified through other details mentioned in the research report, for example geographical location. This would breach their right to confidentiality and privacy.
- Researchers can deal with potential ethical issues through:
  - **Briefing** – this is a statement read to the participants at the start of the study giving them information about the aims and procedures of the study and informing them of their rights as participants, including the right to withdraw at any point.
  - **Debriefing** – this is a meeting between the researcher and participants after the study, in which the participants are reminded of the briefing information and informed of any way in which they may have been deceived. Participants should be reminded of their right to withdraw their data from the study. The researcher should also assess the mental and physical state of the participants, and if any participant has suffered harm it is the researcher’s responsibility to arrange for any necessary medical care or counselling.
  - **Monitoring** – throughout the study the researcher should monitor the participants. If an individual appears to be experiencing unacceptable levels of distress they should be withdrawn from the study. If several participants are experiencing unacceptable levels of distress the study should be ended. In addition, the researcher should continue to remind participants of their right to withdraw.
  - **Anonymity** – participants should be referred to by letters or numbers rather than by name, and any personal details that they give to the researcher must be held securely. It is also good practice to change the names of places and institutions referred to in published research.

o **Alternatives to fully informed consent:**

- **Retrospective consent** – when participants have been deceived, they should be asked to sign a second consent form after the debriefing in which the deception has been explained.
- **Presumptive consent** – a group of people who are similar to the participants would be given the details of the study and asked if they would be willing to take part. If they agree that they would, then the consent of the actual participants would be **presumed**.
- **Prior general consent** - participants consent to take part in a number of studies, knowing that in at least one they will not be given full information. This is very commonly used in Psychology departments in universities.

## **Ethical Implications**

**Ethical implications** of research relates to the impact or consequences that psychological research has on: Individual participants in a study and other people in a **wider context**, not just the participants taking part in the research.

- Psychologists are required to balance the rights of the individual participants against the need to produce research that is useful for society.
- However, the term ethical implications also refers to other people, and psychologists should consider the implications of their findings in a **wider context**.

### What is meant by the term '**socially sensitive research**'?

- This is where the topic area and/or group studied can have implications for society/certain groups in society potentially leading to a change in, or justification for, the way these groups are treated/perceived
- Ethical issues are raised in all research studies – but some areas of study have wider ethical implications and are more socially sensitive than others.

### Examples:

- Research into **LTM** in a student population is unlikely to have consequences for the individual students or indeed for wider society
- However research into **Depression** is likely to be carried out on people who are depressed, so findings may well have an impact on these specific people, other depressed people who were not in the study (eg: how they are labelled/how wider society treats them such as ease of getting a job) and for **Social Policy** more generally (eg: funding from government into mental health research and treatment)
- Research into depression would be a very good example of **socially sensitive research**



## Questions

01 Explain what is meant by an *ethical issue* in psychological research.

**[2 marks]**

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02 Explain the role of the British Psychological Society's code of ethics in psychological research.

**[4 marks]**

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03 Describe the rights that participants should have when they take part in psychological research.

**[4 marks]**

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04 Describe four ways in which researchers can protect these rights.

**[4 marks]**

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05 Briefly explain the difference between a *briefing* and a *debriefing* in psychological research. **[2 marks]**

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06 Explain why a psychologist might want to deceive participants in a study. You may use an example to help your explanation. **[3 marks]**

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07 Explain why protection from harm may be an issue in psychological research. You may use an example to help your explanation. **[2 marks]**

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08 Read the summary of the research study given below.

A psychologist was researching levels of aggression in primary school children. She gathered a group of children and asked them to play together in a large hall where she had provided a range of play equipment and toys. She observed their interactions, recording examples of aggressive behaviour.

Identify **two** ethical issues facing the researcher, and explain how the researcher could have dealt with these issues. **[6 marks]**

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09 Read the summary of the research study given below.

A psychologist was interested in social relationships. He told the participants in his study that he was investigating learning styles and asked them to discuss their preferred styles. During the discussion he made detailed notes on the way the participants interacted and used these notes as the basis of his research.

Identify **one** ethical issue raised in this study, and explain how the researcher could have dealt with it. The issue should not be one of the issues you identified in 08. **[3 marks]**

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10 Explain what psychologists mean by Socially sensitive research.

**[2 marks]**

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11 Read the summary of the research study given below.

Cyril Burt (1955) was influential in establishing the 11+ exam which determines what type of secondary school a child goes to (grammar school or other), a decision which arguably has a significant impact on their later life opportunities. The government at the time based its policies on Burt's twin studies which showed that intelligence was highly heritable and could be dejected by age 11.

Discrepancies in Burt's 'data' later revealed that much of it was fake, including two 'imaginary' research assistants, and he was publicly discredited (Joynson 1989). The 11+ however, and the idea that children should be separated on the basis of their 'natural' intelligence, remained for many years and still lingers.

What were the ethical implications of Cyril Burt's work?

**[4 marks]**

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