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| **EXAMPLE DEBRIEFING INFORMATION** |

**General information**

Debriefing is an essential element of scientific research involving human participants. The format of debriefing information will vary according to the study but this should be in a form that is understandable by a lay person. It may be helpful to incorporate illustrative material providing this does not conflict with the purpose of completing the individual’s understanding of the nature of the research.

The following information is typically provided:

Study title.

*All experiments involving student participants should provide* enhanced learning *information about the experimental design. Experiments involving lay persons and non-experts may use a simplified document. An example of enhanced information appears on the following page.*

Thank the participant for their involvement.

Concise outline of the nature/background of the study, the aims, task requirements, measurements or observations, and hypotheses.

Re-statement concerning data storage, whether anonymous or confidential. The right to withdraw future participation, or any/all of their data without giving a reason and retrospectively [*if data are identifiable*].

Occasionally suggested relevant reading may be listed for participants with access to academic publications [*in which case participants may wish to retain a copy of the debriefing information*].

Institutional contact details of the supervisor (postal address, telephone, e-mail). Private details should not be given for personal safety.

In certain experiments debriefing information may be limited and participants should be offered the chance to receive follow-up information to complete their understanding of the work (e.g. post, publication, web site). However, it is not good practice to offer or suggest feedback on individuals’ performance or responses during the session [*nor may it even be possible without analysis*].

**EXPERIMENT DEBRIEF INFORMATION**

**(Example when using the SONA system)**

**THE HEBB EFFECT IN SERIAL SPATIAL MEMORY**

This experiment is designed to examine… Previous work has shown that… Here, our interest was in…

The experiment employs a **within-participants design** with two conditions. The **independent variable** is whether the spatial sequence presented to participants is a Hebb effect sequence (one repeated every third trial) or a novel sequence. The **dependent variable** is the percentage of a sequence correctly recalled by a participant on each trial.

The purpose of the statistical analysis is to determine whether the repeated sequence stimuli produce significantly greater learning than the control stimuli. Because we are looking for an implicit memory effect any participants who indicate that they were explicitly aware of the repeated sequence will be excluded from the analysis. For each participant we will calculate the mean percentage recalled for the Hebb sequences and for the novel trials immediately preceding each Hebb sequence. We will then conduct a **repeated measures t-test** across all thirty participants (minus any exclusions) comparing the percentage scores for the Hebb sequence against the percentage scores for the control sequences. If the experimental hypothesis is supported there will be a significant difference between both conditions. The null hypothesis is that there will be no significant difference.

Thank you for your time…

Data…

Contact…

Further Reading

Couture, M., & Tremblay, S. (2006). Exploring the characteristics of the visuospatial Hebb repetition effect. Memory and Cognition, 34(8), 1720-1729.

**EXPERIMENT DEBRIEF INFORMATION**

**(Example when using the older participant panel, non-psychology samples)**

**Aging, Understanding Others & Social Functioning**

Previous research has established differences between younger and older adults' ability to identify emotions and beliefs of others. The study you have just completed aims to investigate whether there is a link between understanding these mental states and social functioning. You completed tasks which were designed to assess your ability to identify others' emotions and understanding their beliefs and intentions. We would like to investigate whether these abilities are related to an individual's social functioning: for example, the quality of their relationships with family members and friends.

The study also aims to test whether differences in understanding other people is related to other cognitive abilities (such as the ability to switch between tasks). Previous research has suggested that there may be a link between understanding others' emotions and beliefs and cognitive abilities, specifically updating information, switching between tasks, and inhibiting pieces of information. You completed some tasks which tested these abilities.

Your data will be used to investigate if there are any relationships between tasks relating of understanding emotions and beliefs, levels of social functioning and cognitive abilities.

Thank you very much for your participation in this study. The data from this study is stored confidentially. Should you wish to withdraw your data you do not need to give a reason and you should contact the lead researcher named below.

Do you have any questions just now? If you have any further questions regarding this study, please do not hesitate to ask. Should you have any further questions at a later date, please contact……XXXX

Thanks again!