

CRM 2303 Exam Prep

Variables:

- An explanation comes from investigating certain variables (social facts) that affect existence

Independent (casual) variable:

- What is manipulated
- Example: unemployment, education, connection to school, divorce

Dependent (outcome) variable:

- What is the result
- Example: offending, victimization, fear of crime, drug abuse, recidivism

Ethics:

- You need to balance two priorities when doing research
- There is a priority of gaining knowledge and a priority of protecting human rights

Humanistic:

- Protecting research participants and upholding broader human rights

Scientific:

- Gaining knowledge and finding a clear answer to a research question

LEGAL	ETHICAL	
	Yes	No
Yes	<i>Ethical and Legal</i>	<i>Legal but Unethical</i>
No	<i>Illegal but Ethical</i>	<i>Unethical and Illegal</i>

- Ethical is much broader than breaking the law
- Principle criteria for ethical research is confidentiality
- Upholding privacy rights and fundamental rights
- Guarantee that researcher will not disclose participants identity
- Researchers have been held in contempt of court for not giving up participant info

Nuremberg code:

1. Voluntary consent of human subjects (voluntary)
2. Research should be seen to yield fruitful results for the good of society, unobtainable by other methods or means (done for good of society)
3. Designed so that results will justify how the research is conducted (results justify research)
4. Conducted as to avoid all unnecessary physical and mental suffering and injury (no suffering of participants)

5. No research should be conducted where there is reason to believe that death or disabling injury will occur (no death or injury)
6. Degree of risk should never exceed the humanitarian importance of the problem (risk of death/injury should not be greater than problem)
7. Protect research subjects against even remote possibilities of injury, disability and death. (never give up subjects)
8. Research conducted only by scientifically qualified researchers (special people only)
9. Human subjects should be free to end the research if they have reached the physical or mental state where continuation of the research is impossible (if participants want to quit let them quit)
10. The researcher must be prepared to terminate the research if he/she causes to believe that continuation is likely to result in injury, disability or death. (if anything bad is going to happen researcher must stop)
 - This code was introduced after the second world war
 - People wanted to study the Germans and Japanese to understand why they committed atrocities and how they be prevented from happening again

Principles of U Ottawa Research and Ethics Board (REB)

1. Free informed consent
 - Must be informed about all aspects of the research that will help them decide to participate or not
 - All aspects include:
 - Purpose of research
 - What they will be doing
 - Procedures, possible risks or costs
 - Potential benefits to them and others
 - Might need to tell people there are personal questions, may make them feel uncomfortable
 - If incentive has been offered it must be carried out regardless if person continues
 - Participation must be voluntary: must not use coercion, manipulation or undue influence
 - Coercion involves: incentives, ex: students receive a better grade to participate
 - Compensation becomes coercion when the nature/quality of incentive is not ethically approved
2. Respect for vulnerable persons
 - Children and youth: must receive consent from parents as well as child
3. Respect for anonymity and confidentiality
 - Anonymity: not collecting a participant's name or identifying details, or immediately substituting for a number or pseudonym
 - Confidentiality is obtaining identifying information but holding it in confidence or not making it public
 - If you want to maintain both you gather data without names and release it in aggregate form which is when the topic applies to a collection of people. The units do not need to be connected to each other or aware of each other

Confidentiality	Anonymity	
	YES	NO
YES	Gather data so it is impossible for anyone to link it to any person and release findings in aggregate form	Privately link details about a specific participant to a name, but only release findings in aggregate form
NO	Release details about a specific participant, but withhold the name and details that might allow someone to trace back to the person (eg., quotes)	Unethical Reveal publicly details about a person with his/her name or other identifying information

4. Respect for justice and inclusiveness
 - The benefits and burdens of research should be fairly distributed across society
 - Under-inclusion of certain groups has denied them access to the benefits of research: exclusion of women from certain medical trials
5. Balancing harm and benefits
6. Minimizing harm
 - Should be avoided or prevented or minimized
 - Includes physical or psychological harm, embarrassment, loss of self-esteem or social harm
 - Also harm to researchers: researchers going into prisons
7. Maximizing benefit

Experimental design:

Causation:

- Conditions necessary for determining causation:
 1. The two variables vary together (correlated)
 2. The cause occurs before the effect
 3. The correlation between the cause and effect is not due to some other spurious factor
- Good example: ice cream sales cause drowning but in reality hot weather causes increased ice cream sales and more drowning.

3 key elements to an experiment:

1. Cause and effect hypothesis
2. Modify a situation or introduce a change
3. Compare outcomes with and without the treatment/modification

2 ways to assess causation:

- Pre/post test design (before and after): a single group receives a treatment and measures are taken before and after

- Independent group design (side-by-side): experimental/treatment group and control/comparison groups, groups experience different situations and measures are taken before and after

Two key variables:

Independent:

- The one whose impact we wish to study
- The condition we modify
- The treatment

Dependent variable:

- The one we measure to see whether any impact has occurred
- This variable is dependent on what happens during the study
- The outcome

Classic experiment design:

Experimental group:

1. Pretest: measure the group's DV
2. Treatment: expose the group to the IV
3. Measures groups DV after treatment

Control Group:

1. Pretest: measures group's DV
2. Do not expose group to IV
3. Measure groups DV

- You can say that both groups were identical to start with and any differences between them is because of the treatment (IV)
- Has all key elements to strengthen internal validity: random selection, control and experimental groups and pre/post test

Validity:

- Valid is the extent to which evidence supports the inference or conclusion
- Internal validity is how certain we are that the IV caused the DV

External Validity:

- Generalizability to other people, places or times
- Weakened by: non-representative samples, artificial setting, artificial treatment and reactivity

Ecological validity:

- How well the situation represents the specific situation to which we are interested in generalizing
- How the study conditions represent the real world
- Experiments will have poor ecological validity when they fail to simulate real life situations
- Field experiment is an experiment that takes place in a natural setting and over which experimenters have limited control
- More external validity usually results in less internal validity

Internal validity:

- Extent to which evidence supports the inference of conclusion

- Usually cannot make absolute judgments about whether statements about the cause are true so we just try to address the validity threats

7 threats to internal validity:

1. Selection bias
 - When characteristics of experimental comparison groups differ
 - Non-random selection – bias in selection of participants
 - Non-random assignment – bias in assignment to experimental and control groups
2. History effects
 - When something occurs during the experiment (other than the experiment) which influences the outcome
3. Maturation:
 - Change in participants themselves as a function of time which affects the DV
4. Testing effects:
 - The effects of a pretest on the post test
5. Experimental mortality
 - When participants drop out (affects sample bias)
6. Contamination
 - The control group is affected by the treatment
 - If the control group gets wind of the treatment it contaminates the data
7. Experimenter expectancy:
 - When the experimenter's behavior influences the outcome
 - Avoided using double-blind procedures

Random assignment:

- Random assignment to groups is the basis for obtaining two groups that are similar
- Random selection is how you draw the sample from a population
- Random assignment is how you assign the sample to different treatments
- Random selection is draw a random sample of 100 from a population of 1000
- Random assignment is assigning 50 of the 100 to get treatment and the other 50 to be the controls

Hawthorne Effect:

- A type of experimental reactivity in which participants change due to their awareness of being in a study and the attention they receive from researchers
- Threat to external and internal validity
- Hawthorne was an electric company and they wanted to see if they could improve the lighting and change the temperature, no matter what they did the control and treatment groups were increasing production because they knew that they were being observed so they all improved their work.

Benefits of experimental design:

- We can be sure of the temporal sequence: (the logical order of causal events to occur)
- We can be sure that the change in the variable we think caused the outcome came before its effect (unlike correlational research)
- We can be sure of the existence of a relationship between the two variables

- We can eliminate rival possible explanations and spuriousness

Content analysis:

Manifest: visible

- What it says
- Concrete
- Counts

Latent: symbolic

- What it means
- Contested
- Critical interpretation

Quasi-experimental design:

- Used to make causal inferences when you are unable to manipulate the IV, randomly assign control/treatment groups and conduct a pretest
- Move from manipulative control to analytic control
- Quasi allows us to address concerns regarding ecological validity in lab experiments
- External validity is improved and internal validity is weaker

Types of quasi-experimental designs

1. Nonequivalent control group designs
 - Structures like classic experimental design with a treatment and comparison group, but no random assignment
 - Use intact groups that are as comparable as possible
 - Without random selection and assignment any prior differences between the groups may affect internal validity
 - It is the exact same as classic design but there is no random assignment there is a pretest than treatment than post-text
2. Before and after or repeated measures designs
 - Pre-test and post-test but no comparison group
 - All subjects are exposed to the intervention
 - Simplest type: one group, pretest and post-test design
 - Basis of comparison is the pretest measure.
 - Have the pretest measure the dv, than the treatment: expose the group to IV and than the post-test measure the DV
 - Many pretest and post-test observations
 - Asses the magnitude of change several years before and after an event
 - You need a long period of time to measure the effects
 - You can measure the pretest and post-test many times
3. Repeated cross-sectional design:
 - Data collected at several points in time from different samples
 - Draw conclusions about why changes may have occurred for the population but not for the same individuals
 - Change does not guarantee that all changed in the same directions
 - Lots of surveys are repeated
4. Ex Post facto design:
 - After the fact

- Sample is divided into two groups based on pre-existing conditions
- Treatment and comparison groups are designated after the treatment (experience) has occurred
- Identify events that have already occurred and investigate a possible relationship between his factor and other behaviors

Observation and ethnography:

Ethnography:

- Behavior is studied in everyday contexts
- Data is gathered from a range of sources
- Data collection is unstructured
- Focus is usually a single setting or group on a small scale
- Data analysis involves interpretation of the meanings and functions of human actions
- They are usually inductive
- The analysis is tricky because the researcher is interpreting the meaning of someone else's life.

Doing ethnography:

- Self awareness-personal characteristics are relevant
- Develop open-minded attitude
- Select a culture, conduct a background investigation
- Strategies to gain entrance and access to informants
- Gatekeeper is someone with the formal or informal authority to control access to a field site
- Snowball sampling to acquire more informants
- Entering the field: presentation of self, disclosure, social roles

Being in the field:

1. Learning the ropes
2. Normalizing social research
 - Normalize is how a field researcher helps field site members redefine social research from unknown and potentially threatening to something normal, comfortable and familiar
3. Building rapport and trust
4. Negotiating continuously
5. Deciding on a degree of involvement

Observation:

- Involves looking with a purpose
- It is systematic and purposeful
- May be done obtrusively or unobtrusively
- Record observations to organize what you've observed
- Serves the purpose of both deductive and inductive which can help test and develop theory
- Understanding the phenomenology of the other

Types of observers:

- Complete observer: remained detached from the social setting. Example: sitting in court taking notes
- Observer as participant: participate necessary for better access.
- Participant as observer: participate to be close to action but avoid reactivity and remain detached. Example: take the role of a janitor to be close to the people but not fully involved
- Complete participant: already an insider and do not reveal yourself as a researcher

Collecting Data:

- Record everything of significance
- Focus on the routine, the daily lives of people and the emerging patterns of thought and behavior
- Record atypical behaviors but do not focus on them to make a point
- Make sure your notes are rich and thick

What is reflexivity?

- Awareness of link between power and knowledge
- Being aware of and attentive to your own activities, circumstances, judgments, positions and emotional responses to events and situations
- How these factors shape and affect the process of observing and recording other people's lives
- Recording the choices made during the research process

Tacit vs explicit knowledge**Tacit:**

- Unspoken cultural norms
- Deeply embedded cultural beliefs which are assumed in a culture's way of perceiving the world
- Example is going beyond what someone explicitly does or says to what he means or implies

Explicit:

- The obvious and easily observable

Ethical issues in field research:

- Privacy, confidentiality and anonymity
- Informed consent and voluntary participation
- Disclosure
- Risk of personal harm to researcher and informants

Tearoom trade:

- Ethnographic study of anonymous male-male sexual encounters in public washrooms. (aka tea-rooming)
- Researcher became an insider (observer as participant) and had the role of look-out to warn other about police
- Took license plate numbers, posed as a social health surveyor to interview men in their homes one year later
- Over half the men did not consider themselves as homosexual, were married, able to maintain the appearance of typical heterosexual males

- He did not tell anyone he was a researcher which put him in risk of harm if someone found out

Threats to internal Validity:

1. Holistic fallacy: make results look more patterned than they are, attributing greater connectedness and consistency to events than they actually possess. Example is ignoring facts that don't fit
2. Elite bias: speak only to higher status informant or give their input more weight
3. Over-assimilation: going native, when the researcher becomes completely immersed in the culture and loses the perspective of a researcher, accepts the perceptions presented by informants uncritically
4. Selection effects: select a research site where it is not possible to study certain groups or attributes (example: male only)
5. Setting effects: when the researcher's intrusion affect the research site more than other sites
6. History effects: something happens to the site over time so results of field studies change over time
7. Construct effects: the meanings given to certain aspects of the culture are not understood in the same way by members of the group and the researcher

Reducing threats to internal validity:

- Factual accuracy of an account: so making sure you are not distorting what you see, grounded in the language of research subjects
- Consensus of the terms used in description rests in the research community
- Consensus of the interpretation rests in the community being studied

Evaluation research:

- A research purpose, not a specific method
- A process by which a program is examined to determine whether it is meeting its goals and objectives through the activities taking place in the manner expected
- A tool for identifying where changes needed, increase, efficiency, demonstrating effectiveness, providing feedback, winning support

What is evaluation:

- Applied research
- The systematic assessment of the worth or merit of a policy or program
- Policy is the action taken to produce an intended result
- Think of policy as the IV that is expected to produce a change in the DV
- Evaluation: a process of determining whether the intended result was produced

Purpose:

- Applied research that is designed to learn whether a program/policy does what it intended to do.

Steps in addressing social problems:

1. Identify and describe a problem
2. Consider options for the solution of the problem
3. Develop a policy action or program
4. Implement a policy action or program
5. Analyze and evaluate the program's implementation
6. Analyze and evaluate the program's impact

7. Feedback on the implementation and impact of the program

Policy/program evaluation- logic model

1. Program goals and objective: why the program is necessary and expectations
2. Inputs: resourced needed
3. Activities (IV): how to create the change
4. Outputs: what will be produced (direct result of activities)
5. Short term outcomes: what has happened as a result of outputs (DV)
6. Medium term outcomes: impact of the intervention is sustained (DV)
7. Long term outcomes: impact of intervention is sustained (DV)

For exam:

- Know that outputs are direct results of activities. Thinking through of what we mean if we expect change to happen
- Internal validity might be strengthened through experimental design.
- Control groups know this is due to program and random assignment