# *This document is a sample for researchers to use as a guide in developing their study materials. Instructions to the researchers are denoted within square brackets in italics, and should be deleted/replaced before uploading the application to the research ethics application.*

# FEEDBACK LETTER

***[Insert Department/School logo, Name, Address]***

**Project Title:** ***[insert title]***

**Student Investigator:** ***[insert name, department, UW email]***

**Faculty Advisor:** ***[insert name, department, UW email, phone]***

**Principal Investigator: *[insert name, department, UW email, phone]***

We appreciate your participation in our study and thank you for spending the time helping us with our research!

In this study you saw pairs of briefly presented pictures that were replaced with a dot and were asked to indicate the location of the dot. The purpose of this study was to compare the amount of attention that younger and older adults pay to realistic visual scenes, and more specifically, to determine the characteristics of visual scenes that capture attention of younger and older adults. In this case, the study examined whether the type of emotion displayed in the pictures affected how fast younger and older adults would respond to the dot; that is, how much each type of emotion captured participants’ attention. In the study, the picture pairs included pairs in which one picture was neutral and the other was either negative or positive, and pairs in which one picture was positive and the other was negative.

It is expected that overall, younger adults will be faster to indicate the location of the dot than older adults. However, as previous research has shown that younger adults’ attention is captured by negative stimuli, it is expected that younger adults will be faster at responding to the dot when it replaces a negative picture compared to a positive or neutral picture. If younger adults’ attention is captured by the negative pictures, then they should detect the dot more quickly if it appears where the negative picture had been and more slowly when it appears in the place of a positive or neutral picture. On the other hand, older adults’ attention has been shown to be captured by positive stimuli (e.g., Mather & Carstensen, 2005), and using similar logic, it is expected that older adults will be faster at responding to the dot when it replaces a positive, compared to negative or neutral, picture.

Your identity will be confidential. Indeed, your name will not be included or in any other way associated, with the data collected in the study. Furthermore, because the interest of this study is in the average responses of the entire group of participants, you will not be identified individually in any way in any written reports of this research. Paper records of data collected during this study will be retained for at least 7 years in a locked filing cabinet in PAS ***[XXXX]***, to which only researchers associated with this study have access. Electronic data and audio recordings will be kept for at least 7 years on a secure computer in a locked room in PAS ***[XXXX]***, to which only researchers associated with this study have access. All identifying information will be removed from the records prior to storage.

This study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (REB ***[####]****)* ***[Replace #### with the file number that is listed at the top of your ethics application]***. If you have questions for the Board contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or reb@uwaterloo.ca.

For all other questions contact ***[insert researcher name and contact information].***

If you think of some other questions regarding this study, please do not hesitate to contact a member of the research team.

 We really appreciate your participation, and hope that this has been an interesting experience for you.

**References** *(related studies that may be of interest to you):*

Mather, M., & Carstensen, L. L. (2003). Aging and Attentional Biases for Emotional Faces. *Psychological Science, 14*, 409-415.