Trying out Llama3.1 8B, using R and Ollama

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This is a test of the 8 billion parameter version of Llama 3.1, the new LLM from Meta, running locally via [Ollama](https://ollama.com/). I’m going to use it to try to classify articles on Google Scholar by their title and abstract.

Include some packages:

#devtools::install\_github("hauselin/ollamar")  
library(conflicted)  
library(ollamar)  
library(tictoc)  
library(scholar)  
library(beepr)  
library(tidyverse)

## ── Attaching core tidyverse packages ──────────────────────── tidyverse 2.0.0 ──  
## ✔ dplyr 1.1.4 ✔ readr 2.1.5  
## ✔ forcats 1.0.0 ✔ stringr 1.5.1  
## ✔ ggplot2 3.5.1 ✔ tibble 3.2.1  
## ✔ lubridate 1.9.3 ✔ tidyr 1.3.1  
## ✔ purrr 1.0.2

Here are the models I currently have loaded on Ollama:

list\_models()

## name size parameter\_size quantization\_level modified  
## 1 wizardlm2:7b 4.1 GB 7B Q4\_0 2024-07-30T02:16:14  
## 2 llama3.1:8b 4.7 GB 8.0B Q4\_0 2024-07-29T19:43:02

Grab data from Google Scholar (I’m using my own profile). Note the caching here using RDS files, so that I’m not continually re-requesting the same data (get\_publications does its own caching but I’m not sure how, so I’ve switched it off).

get\_abs <- Vectorize(function(pid) {  
 res <- get\_publication\_abstract(id = "xrY7bFYAAAAJ", pub\_id = pid)  
 paste(res, collapse = "\n")  
})  
  
if (file.exists("scholar\_stash.rds")) {  
 papers <- readRDS("scholar\_stash.rds")  
} else {  
 papers <- get\_publications("xrY7bFYAAAAJ", flush = TRUE) |>  
 mutate(abstract = get\_abs(pubid))  
 saveRDS(papers, "scholar\_stash.rds")  
}  
papers

## title  
## 1 Supporting thinking on sample sizes for thematic analyses: a quantitative tool  
## 2 How people interpret conditionals: shifts toward the conditional event.  
## 3 Patient-reported outcomes in child and adolescent mental health services (CAMHS): Use of idiographic and standardized measures  
## 4 Thematic analysis  
## 5 Comparison of indices of clinically meaningful change in child and adolescent mental health services: difference scores, reliable change, crossing clinical thresholds and …  
## 6 Editorial Commentary: Routine outcomes monitoring as part of children and young people's Improving Access to Psychological Therapies (CYP IAPT)–improving care or unhelpful burden?  
## 7 Children with speech language and communication needs in England: challenges for practice  
## 8 Visual/verbal-analytic reasoning bias as a function of self-reported autistic-like traits: A study of typically developing individuals solving Raven’s Advanced Progressive Matrices  
## 9 What is a proof?  
## 10 Effectiveness of school‐based humanistic counselling for psychological distress in young people: Pilot randomized controlled trial with follow‐up in an ethnically diverse sample  
## 11 An evaluation of the implementation and impact of England's mandated school-based mental health initiative in elementary schools  
## 12 Effectiveness and cost-effectiveness of humanistic counselling in schools for young people with emotional distress (ETHOS): study protocol for a randomised controlled trial  
## 13 What kind of goals do children and young people set for themselves in therapy? Developing a goals framework using CORC data  
## 14 Routine mental health outcome measurement in the UK  
## 15 A process model of the understanding of uncertain conditionals  
## 16 Estimating effectiveness of school‐based counselling: Using data from controlled trials to predict improvement over non‐intervention change  
## 17 Probabilistic theories of reasoning need pragmatics too: Modulating relevance in uncertain conditionals  
## 18 The empirical study of norms is just what we are missing  
## 19 Me and My School: Findings from the National Evaluation of Targeted Mental Health in Schools 2008-2011.  
## 20 'Shine bright like a diamond'? A reply to Braun and Clarke  
## 21 Analysing and reporting UK CAMHS outcomes: an application of funnel plots  
## 22 Should trans people be postmodernist in the streets but positivist in the spreadsheets? A reply to Sullivan  
## 23 Assessing speech, language and communication difficulties in children referred for ADHD: A qualitative evaluation of a UK child and adolescent mental health service  
## 24 Drag and drop the apple: the semantic weight of words and images in touch-based interaction  
## 25 An open letter to Simon Stevens, NHS chief executive, and Alistair Burns, national clinical lead for dementia  
## 26 Syntactic predictions and asyntactic comprehension in aphasia: Evidence from scope relations  
## 27 Workload on your fingertips: the influence of workload on touch-based drag and drop  
## 28 More haste less speed: A meta-analysis of thinking latencies during planning in people with psychosis  
## 29 Response to comments  
## 30 What’s wrong with factor-analyzing tests conforming to the requirements of Item Response Theory  
## 31 Issues in evaluation of psychotherapies  
## 32 A statistical interlude... understanding uncertainty in mental health questionnaire data  
## 33 Targeted mental health provision for children with behaviour difficulties in primary schools: Results of a national randomised trial  
## 34 Associations between family and clinician ratings of child mental health: A study of UK CAMHS assessments and outcomes  
## 35 The ethics of national routine outcomes monitoring policies: a case for taking action  
## 36 Statistical models as cognitive models of individual differences in reasoning  
## 37 Throwing the normative baby out with the prescriptivist bathwater.  
## 38 Evaluation of Family Drug and Alcohol Courts  
## 39 Verbal memory and sentence comprehension in aphasia: A case series  
## 40 Targeted mental health provision in primary schools for children with behavioural difficulties: results of a national randomized controlled trial.  
## 41 Basic Maths Premium evaluation report  
## 42 “Let’s Read Fluently!” Pilot evaluation report  
## 43 LNK Educate: Feasibility and pilot study report  
## 44 Send me a pic? Pilot evaluation report  
## author  
## 1 AJB Fugard, HWW Potts  
## 2 AJB Fugard, N Pfeifer, B Mayerhofer, GD Kleiter  
## 3 M WOLPERT, T FORD, E TRUSTAM, D LAW, J DEIGHTON, ...  
## 4 A Fugard, H Potts  
## 5 M Wolpert, A Görzig, J Deighton, AJB Fugard, R Newman, T Ford  
## 6 M Wolpert, AJB Fugard, J Deighton, A Görzig  
## 7 JE Dockrell, P Howell, D Leung, AJB Fugard  
## 8 AJB Fugard, ME Stewart, K Stenning  
## 9 A Bundy, M Jamnik, A Fugard  
## 10 P Pearce, R Sewell, M Cooper, S Osman, AJB Fugard, J Pybis  
## 11 M Wolpert, N Humphrey, J Deighton, P Patalay, AJB Fugard, P Fonagy, ...  
## 12 MR Stafford, M Cooper, M Barkham, J Beecham, P Bower, K Cromarty, ...  
## 13 J Bradley, S Murphy, AJB Fugard, SM Nolas, D Law  
## 14 AJD Macdonald, AJB Fugard  
## 15 GD Kleiter, AJB Fugard, N Pfeifer  
## 16 M Cooper, AJB Fugard, J Pybis, K McArthur, P Pearce  
## 17 AJB Fugard, N Pfeifer, B Mayerhofer  
## 18 T Achourioti, AJB Fugard, K Stenning  
## 19 M Wolpert, J Deighton, P Patalay, A Martin, N Fitzgerald-Yau, E Demir, ...  
## 20 AJB Fugard, HWW Potts  
## 21 AJB Fugard, E Stapley, T Ford, D Law, M Wolpert, A York  
## 22 A Fugard  
## 23 KMY Chan, AJB Fugard  
## 24 I Aslan, M Murer, V Fuchsberger, A Fugard, M Tscheligi  
## 25 M Brunet  
## 26 M Varkanitsa, D Kasselimis, AJB Fugard, I Evdokimidis, J Druks, ...  
## 27 I Aslan, M Murer, V Fuchsberger, A Fugard, M Tscheligi  
## 28 AJ Watson, EM Joyce, AJB Fugard, VC Leeson, TRE Barnes, V Huddy  
## 29 AJB Fugard, HWW Potts  
## 30 J Raven, A Fugard  
## 31 M Wolpert, A Fugard, J Deighton  
## 32 A Fugard  
## 33 J Deighton, P Patalay, J Belsky, N Humphrey, P Vostanis, A Fugard, ...  
## 34 DN Terrelonge, AJB Fugard  
## 35 A Fugard  
## 36 AJB Fugard, K Stenning  
## 37 T Achourioti, A Fugard, K Stenning  
## 38 K Papaioannou, TL Kuo, S Dimova, A Fugard, S Sharrock, E Roberts, ...  
## 39 M Varkanitsa, D Kasselimis, G Boulouis, AJB Fugard, I Evdokimidis, ...  
## 40 J Deighton, P Patalay, J Belsky, N Humphrey, P Vostanis, A Fugard, ...  
## 41 M Scott, B Scandone, J Griggs, E Roberts, T Bristow, E Woolfe, M Dey, ...  
## 42 S Dimova, H Woodbridge, E Duysak, E Garwood, J Ruddick-Trentmann, ...  
## 43 J Kerr, H Morgan, L MacNaboe, A Sciarra, E Cossu, J Barton-Crosby, ...  
## 44 J Barton-Crosby, L MacNaboe, E Roberts, A Sciarra, E Duysak, A Fugard, ...  
## journal  
## 1 International journal of social research methodology  
## 2 Journal of Experimental Psychology: Learning, Memory, and Cognition  
## 3 Journal of Mental Health  
## 4 SAGE research methods foundations  
## 5 Child and Adolescent Mental Health  
## 6 Child and Adolescent Mental Health  
## 7 Frontiers in Education  
## 8 Autism  
## 9 Philosophical Transactions of the Royal Society A: Mathematical, Physical …  
## 10 Psychology and Psychotherapy: Theory, Research and Practice  
## 11 School Psychology Review  
## 12 Trials  
## 13 Child and Family Clinical Psychology Review  
## 14 International Review of Psychiatry  
## 15 Thinking & Reasoning  
## 16 Counselling and Psychotherapy Research  
## 17 Journal of Pragmatics  
## 18 Frontiers in psychology  
## 19   
## 20 International Journal of Social Research Methodology  
## 21 Child and Adolescent Mental Health  
## 22 International Journal of Social Research Methodology  
## 23 Clinical Child Psychology and Psychiatry  
## 24 Proceedings of the  
## 25 BMJ  
## 26 Journal of Neurolinguistics  
## 27 Proceedings of the  
## 28 Psychiatry Research  
## 29 International Journal of Social Research Methodology  
## 30 WebPsychEmpiricist, May  
## 31 Cognitive behaviour therapy for children and families  
## 32 Guide to using outcomes and feedback tools  
## 33 Psychology of Education Review  
## 34 Clinical child psychology and psychiatry  
## 35   
## 36 Argument & Computation  
## 37 Behavioral & Brain Sciences  
## 38 https://foundations.org.uk/our-work/reports/family-drug-and-alcohol-courts/  
## 39 Neurocase  
## 40 The Psychology of Education Review  
## 41   
## 42 https://qrf.org/en/what-we-do/research-and-publications/let%E  
## 43 https://youthendowmentfund.org.uk/funding/evaluations/lnk-educate/  
## 44 https://natcen.ac.uk/publications/pilot-evaluation-send-me-pic  
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## 1 18 (6), 669-684 1276 2015  
## 2 37 (3), 635 151 2011  
## 3 21 (2), 165-173 123 2012  
## 4 102 2020  
## 5 20 (2), 94-101 74 2015  
## 6 64 2012  
## 7 2, 35 62 2017  
## 8 15 (3), 327-340 53 2011  
## 9 49 2005  
## 10 90 (2), 138-155 47 2017  
## 11 44 (1), 117-138 47 2015  
## 12 19 (1), 1-16 34 2018  
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## 14 27 (4), 306-319 27 2015  
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## 20 19 (6), 745-746 14 2016  
## 21 20 (3), 155-162 14 2015  
## 22 23 (5), 525-531 12 2020  
## 23 23 (3), 442-456 12 2018  
## 24 7th International Conference on Tangible, Embedded and … 11 2013  
## 25 349 10 2014  
## 26 40, 15-36 7 2016  
## 27 2013 ACM international conference on Interactive … 7 2013  
## 28 258, 576-582 6 2017  
## 29 18 (6), 693-694 6 2015  
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## 32 77 4 2014  
## 33 37 (2), 40-45 4 2013  
## 34 22 (4), 664-674 3 2017  
## 35 3 2015  
## 36 4 (1), 89-102 3 2013  
## 37 34 (5) 3 2011  
## 38 2 2023  
## 39 25 (5), 169-176 2 2019  
## 40 37, 40-47 2 2013  
## 41 0 2024  
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## 42 <NA> HhcuHIWmDEUC  
## 43 <NA> pAkWuXOU-OoC  
## 44 <NA> KNjnJ3z-R6IC  
## abstract  
## 1 Thematic analysis is frequently used to analyse qualitative data in psychology, healthcare, social research and beyond. An important stage in planning a study is determining how large a sample size may be required, however current guidelines for thematic analysis are varied, ranging from around 2 to over 400 and it is unclear how to choose a value from the space in between. Some guidance can also not be applied prospectively. This paper introduces a tool to help users think about what would be a useful sample size for their particular context when investigating patterns across participants. The calculation depends on (a) the expected population theme prevalence of the least prevalent theme, derived either from prior knowledge or based on the prevalence of the rarest themes considered worth uncovering, e.g. 1 in 10, 1 in 100; (b) the number of desired instances of the theme; and (c) the power of the study. An …  
## 2 We investigated how people interpret conditionals and how stable their interpretation is over a long series of trials. Participants were shown the colored patterns on each side of a 6-sided die and were asked how sure they were that a conditional holds of the side landing upward when the die is randomly thrown. Participants were presented with 71 trials consisting of all combinations of binary dimensions of shape (eg, circles and squares) and color (eg, blue and red) painted onto the sides of each die. In 2 experiments (N 1= 66, N 2= 65), the conditional event was the dominant interpretation, followed by conjunction, and material conditional responses were negligible. In both experiments, the percentage of participants giving a conditional event response increased from around 40% at the beginning of the task to nearly 80% at the end, with most participants shifting from a conjunction interpretation. The shift was …  
## 3 There is increasing emphasis on use of patient-reported outcome measures (PROMs) in mental health but little research on the best approach, especially where there are multiple perspectives.\nTo present emerging findings from both standardized and idiographic child-, parent- and clinician-rated outcomes in child and adolescent mental health services (CAMHS) and consider their correlations.\nOutcomes were collected in CAMHS across the UK. These comprised idiographic measures (goal-based outcomes) and standardized measures (practitioner-rated Children's Global Assessment Scale; child- and parent-rated Strengths and Difficulties Questionnaire).\nThere was reliable positive change from the beginning of treatment to later follow-up according to all informants. Standardized clinician function report was correlated with standardized child difficulty report (r  =  − 0.26 …  
## 4   
## 5 Establishing what constitutes clinically significant change is important both for reviewing the function of services and for reflecting on individual clinical practice. A range of methods for assessing change exist, but it remains unclear which are best to use and under which circumstances.\nThis paper reviews four indices of change [difference scores (DS), crossing clinical threshold (CCT), reliable change index (RCI) and added value scores (AVS)] drawing on outcome data for 9764 young people from child and adolescent mental health services across England.\nLooking at DS, the t‐test for time one to time two scores indicated a significant difference between baseline and follow up scores, with a standardised effect size of d = 0.40. AVS analysis resulted in a smaller effect size of 0.12. Analysis of those crossing the clinical threshold showed 21.2% of cases were classified as recovered …  
## 6 The Improving Access to Psychological Therapies (IAPT) programme introduced in 2006 aimed to provide new mental health services offering evidence-based psychological treatment for adults suffering from depression and anxiety rather than just offering them medication, which traditionally had been the only treatment widely available (see Clark, 2011 for a recent review of the approach).\nIn 2011, the programme was extended to other groups including children and young people (CYP). The CYP IAPT project (see http://www. iapt. nhs. uk/cyp-iapt/) was conceived differently from adult IAPT in that it set out to improve the quality of care in existing (rather than new) services, whether in health, social care, education or the third sector. Existing staff at IAPT sites are trained in key evidence-based treatments, initially Cognitive Behavioural Therapy and Parent Training programmes, extending in the second year to Family Therapy and Interpersonal Psychotherapy. The programme aspires to service transformation, which is to include the implementation of session-by-session routine outcome monitoring (ROM), not only with those clinicians who have been provided with IAPT training. The challenges and opportunities provided by the introduction of intensive ROM will be considered here. A range of patient reported outcome measures are to be completed by parents, young people or both as judged relevant by their consulting clinician (see http://www. iapt. nhs. uk/cyp-iapt/routine-outcome-monitoringas-part-of-iapt/). These include both idiographic and standardised measures drawing on learning from the CAMHS Outcomes Research Consortium (CORC …  
## 7 Teachers and speech and language therapists (SLTs) share concern about children’s speech, language, and communication needs (SLCNs) but they have different foci because of their professional roles. Contemporary research has identified the challenges to schools when meeting the needs of children with SLCN, highlighted terminological controversies, and has increased opportunities for professional development. The views of 170 Educationalists and SLT professionals in England about SLCN, and the children’s associated needs were compared for similarities and differences in an online survey that employed both categorical responses and Likert scales. Comparisons were made between teacher and SLT groups and between SLTs working in schools and clinics. There were few significant differences between the views of SLTs in clinics and education. In contrast, there were often large and significant differences between teachers and SLTs. Education professionals were less familiar with terminology related to speech difficulties, did not discriminate between behaviors that might differentiate speech from language difficulties and varied in the ratings given about other associated difficulties. Additionally, education professionals showed awareness of academic and behavior difficulties associated with language difficulties and highlighted associated problems with reading and writing. SLTs felt confident in their understanding of the relevant terminology but there was less clarity in the features that discriminated speech from language difficulties. Both the Educationalists and SLTs valued additional training needs with over 50% of the …  
## 8 People with autism spectrum condition (ASC) perform well on Raven’s matrices, a test which loads highly on the general factor in intelligence. However, the mechanisms supporting enhanced performance on the test are poorly understood. Evidence is accumulating that milder variants of the ASC phenotype are present in typically developing individuals, and that those who are further along the autistic-like trait spectrum show similar patterns of abilities and impairments as people with clinically diagnosed ASC. We investigated whether self-reported autistic-like traits in a university student sample, assessed using the Autism-Spectrum Quotient (AQ; Baron-Cohen, Wheelwright, Skinner, et al., 2001), predict performance on Raven’s Advanced Progressive Matrices. We found that reporting poorer social skills but better attention switching predicted a higher Advanced matrices score overall. DeShon, Chan, and …  
## 9 To those brought up in a logic-based tradition there seems to be a simple and clear definition of proof. But this is largely a twentieth century invention; many earlier proofs had a different nature. We will look particularly at the faulty proof of Euler's Theorem and Lakatos' rational reconstruction of the history of this proof. We will ask: how is it possible for the errors in a faulty proof to remain undetected for several years—even when counter-examples to it are known? How is it possible to have a proof about concepts that are only partially defined? And can we give a logic-based account of such phenomena? We introduce the concept of schematic proofs and argue that they offer a possible cognitive model for the human construction of proofs in mathematics. In particular, we show how they can account for persistent errors in proofs.  
## 10 The aim of this study was to pilot a test of the effectiveness of school‐based humanistic counselling (SBHC) in an ethnically diverse group of young people (aged 11–18 years old), with follow‐up assessments at 6 and 9 months.\nPilot randomized controlled trial, using linear‐mixed effect modelling and intention‐to‐treat analysis to compare changes in levels of psychological distress for participants in SBHC against usual care (UC). Trial registration: ISRCTN44253140.\nIn total, 64 young people were randomized to either SBHC or UC. Participants were aged between 11 and 18 (M = 14.2, SD = 1.8), with 78.1% of a non‐white ethnicity. The primary outcome was psychological distress at 6 weeks (mid‐therapy), 12 weeks (end of therapy), 6‐month follow‐up and 9‐month follow‐up. Secondary measures included emotional symptoms, self‐esteem and attainment of personal goals.  
## 11 We report on a randomized controlled trial of Targeted Mental Health in Schools (TaMHS), which is a nationally mandated school-based mental health program in England. TaMHS aimed to improve mental health for students with, or at risk of, behavioral and emotional difficulties by providing evidence-informed interventions relating to closer working relationships between health and education services. Our study involved 8,480 children (aged 8–9 years) from 266 elementary schools. Students in intervention schools with, or at risk of, behavioral difficulties reported significant reductions in behavioral difficulties compared with control school students, but no such difference was found for students with, or at risk of, emotional difficulties. Implementation of TaMHS was associated with increased school provision of a range of interventions and enhanced collaboration between schools and local specialist mental …  
## 12 One in ten children in Britain have been identified as experiencing a diagnosable mental health disorder. School-based humanistic counselling (SBHC) may help young people identify, address, and overcome psychological distress. Data from four pilot trials suggest that SBHC may be clinically effective. However, a fully powered randomised controlled trial (RCT) is needed to provide a robust test of its effectiveness, to assess its cost-effectiveness, and to determine the process of change.\nThe Effectiveness and Cost-effectiveness Trial of Humanistic Counselling in Schools (ETHOS) is a two-arm, parallel-group RCT comparing the clinical and cost-effectiveness of SBHC with Pastoral Care as Usual (PCAU) in school settings. Eligibility criteria for young people include being between 13 and 16 years of age and experiencing …  
## 13 Agreement on goals is thought to be central in successfully building a good therapeutic alliance which in turn improves outcomes. The qualitative idiosyncratic nature of goals set by children and young people in therapy has been relatively unexplored. We investigated service users’ account of the goals they set for themselves in UK child and adolescent mental health services (CAMHS) using data collated by CAMHS Outcomes Research Consortium (CORC) members. Six services supplied their goals data for analysis: NHS targeted, specialist, and highly specialist services; a modality specific professional body; and a therapeutic community. Service users were 80 children and young people who had visited the services between 2007 and 2011. Emerging themes arising from key aspects of 241 goals from the participants (as agreed with and recorded by the clinician) were analysed using thematic analysis. The resulting taxonomy of goals consisted of three overarching themes and 25 lower level categories. Inter-rater reliability between two researchers was substantial for major themes (Cohen’s kappas from 0.78 to 0.88 and statistically significantly above 0.6) and 14 of the 25 subthemes had substantial agreement. The top five goals mainly concerned personal growth, functioning, and coping with specific symptoms and problems. We discuss these results and differences with a large analysis done in the USA on the inverse ‘top problems’.  
## 14 This paper offers a short history of routine clinical outcomes measurement (RCOM) in UK mental health services. RCOM developments in primary and secondary care are described, with reference to measures currently in widespread use or likely to be implemented. Assessment procedure and completion rates are discussed. Some of the forces operating in this field are enumerated. Comparison is made with UK attempts at routine outcomes measurement in public education. This field is thus reviewed for lessons for RCOM, and opportunities and challenges considered.  
## 15 To build a process model of the understanding of conditionals we extract a common core of three semantics of if-then sentences: (a) the conditional event interpretation in the coherencebased probability logic, (b) the discourse processingtheory of Hans Kamp, and (c) the game-theoretical approach of Jaakko Hintikka. The empirical part reports three experiments in which each participant assessed the probability of 52 if-then sentencesin a truth table task. Each experiment included a second task: An n-back task relating the interpretation of conditionals to working memory, a Bayesian bookbag and poker chip task relating the interpretation of conditionals to probability updating, and a probabilistic modus ponens task relating the interpretation of conditionals to a classical inference task. Data analysis shows that the way in which the conditionals are interpreted correlates with each of the supplementary tasks. The …  
## 16 There is a growing body of data to show that participation in school‐based counselling is associated with significant reductions in psychological distress. However, this cannot be taken as evidence that school‐based counselling is effective, as improvements may have happened without the intervention.\nThe purpose of this study was to develop a method of estimating the amount of ‘natural’ change that might be expected in young people who would attend school‐based counselling, such that the effects of the intervention over and above this amount could be identified.\nYoung Person's CORE (YP‐CORE) scores from 74 participants allocated to waiting list control conditions in four pilot trials of school‐based counselling in the UK were re‐analysed using regression models, and a formula was found for estimating the outcomes for young people were they not to receive counselling. This …  
## 17   
## 18 This paper argues that the goals people have when reasoning determine their own norms of reasoning. A radical descriptivism which avoids norms never worked for any science; nor can it work for the psychology of reasoning. Norms as we understand them are illustrated with examples from categorical syllogistic reasoning and the “new paradigm” of subjective probabilities. We argue that many formal systems are required for psychology: classical logic, non-monotonic logics, probability logics, relevance logic, and others. One of the hardest challenges is working out what goals reasoners have and choosing and tailoring the appropriate logics to model the norms those goals imply.  
## 19   
## 20 We thank the authors for their commentary and humbly accept their chiding about our language on the ontological nature of themes. While noting that many qualitative researchers are content with talk of ‘themes emerging’(eg Fereday & Muir-Cochrane, 2006; Rennie, 1996), we recognise Braun and Clarke’s concerns around such language (Braun & Clarke, 2006) and concur with their views on the role of the researcher in the analysis. Nonetheless, there is something in the data that underscores the researcher’s interpretation. The process is more complex than finding a diamond in the sand, it is not just about a theme emerging passively, yet that does not break the idea behind the approach we presented. Whatever you want to call the something that is in the data, and we could use ‘codes’(Braun & Clarke, 2006) or maybe ‘accounts’(Malterud, Siersma, & Guassora, 2015), that something can be conceptualised …  
## 21 Patient‐reported outcomes measures are increasingly being used in child and adolescent mental health services (CAMHS). League tables are a common way of comparing organizations across health and education but have limitations that are not well known in CAMHS.\nParent‐rated Strengths and Difficulties Questionnaire (SDQ) outcomes data from 15,771 episodes of care across 51 UK CAMHS were analysed using funnel plots, an alternative to league tables.\nWhile most services were indistinguishable from the national average there was evidence of heterogeneous outcomes and seven services had outcomes below 99.9% limits for SDQ added‐value scores.\nFunnel plots are powerful tools for navigating national data and can help prompt investigations using clinical theory and local service context. Examples are provided of factors to consider in these …  
## 22 Accurate census data is essential for a variety of government planning functions and plays an important methodological role in social science. This article responds to issues raised by Alice Sullivan concerning how the UK 2021 census will ask about sex and gender. The two-centuries-old question about male/female sex is not ideal, even with the new guidance proposed; however, I will argue that the proposed changes are unlikely to cause harm. The new open-ended census question on gender identity is welcome and will yield important data. I also respond to Sullivan‘s worries that “queer postmodernists” are “coming for” questionnaires and threaten the sanctity of scientific fact. Sullivan misrepresents trans-inclusive gender theories and how scientific research explaining sex/gender differences is carried out. Finally, I discuss how questioning the ontological reality of trans gender identities leads to transphobic …  
## 23 Attention-deficit hyperactivity disorder (ADHD) is one of the most common childhood neuropsychiatric disorders and is highly comorbid with speech, language and communication difficulties (SLCDs). However, it is unclear how often SLCDs are identified in ADHD referrals in routine practice and whether there are unidentified SLCDs within this population.\nA thematic analysis was conducted on a random sample of case notes from 18 referrals for ADHD made to a child and adolescent mental health service (CAMHS) in London, United Kingdom. Analyses aimed to identify (a) the types of SLCDs detected during assessment, (b) at which point of the episode of care these SLCDs were suspected and (c) whether a referral or consultation was made to a speech and language therapist (SLT) for further evaluation.\nOut of 18 cases investigated, 15 were found to have possible SLCDs based on case …  
## 24 In this paper we report a user study to investigate the effect of semantic weight in a touch-based drag and drop task. The study was motivated by our own interest in exploring potential factors that influence touch behavior and supported by results in related neuroscience research. The question we intended to answer is: "Do people drag the representation of a smaller and lighter real world object (e.g. an apple) different than the representation of a heavier and larger real world object (e.g. a car)?". Participants were asked to perform a drag and drop task repeatedly on a tablet device. Dragged objects were the same physical size on screen, but represented real world objects that were either heavy and large or light and small. We studied two representation modalities (i.e. image and text). In both representation modalities, semantically heavier objects were dragged significantly faster than semantically lighter objects.  
## 25 We are writing to voice serious concerns regarding the new dementia identification scheme for GPs, whereby English GPs are to be paid£ 55 (€ 70; $88) for each additional diagnosis of dementia made before the end of March.\nHelping people affected by dementia to achieve a diagnosis is a worthwhile goal, but the means of achieving this must have a sound ethical basis. The introduction of a financial incentive to the making of a diagnosis has broken new ground in the national GP contract and set a dangerous precedent that needs to be urgently reconsidered. The diagnostic process is unique in the doctor-patient relationship because the patient has to trust the doctor’s judgment. It is extremely difficult for patients to challenge their diagnosis; they are unable to “opt out” or be “exception reported” from a diagnostic label as they are with other incentive schemes, such as the Quality and Outcomes Framework, or a …  
## 26 People with aphasia (PWA) often fail to understand syntactically complex sentences. This phenomenon has been described as asyntactic comprehension and has been explored in various studies cross-linguistically in the past decades. However, until now there has been no consensus among researchers as to the nature of sentence comprehension failures in aphasia. Impaired representations accounts ascribe comprehension deficits to loss of syntactic knowledge, whereas processing/resource reduction accounts assume that PWA are unable to use syntactic knowledge in comprehension due to resource limitation resulting from the brain damage. The aim of this paper is to use independently motivated psycholinguistic models of sentence processing to test a variant of the processing/resource reduction accounts that we dub the Complexity Threshold Hypothesis. According to this hypothesis, PWA are capable of …  
## 27 In this paper we explore if it is possible to recognize different cognitive states of a user through analyzing drag and drop behavior on a tablet device. We introduce a modified version of the classic Stroop task, which is a commonly used psychological stressor and investigate how different levels of perceived workload correlate with measures related to fingertip movement during drag and drop. A study with 24 participants is reported, where we were able to replicate the Stroop effect in a touch-based drag and drop task and present 2 measures in fingertip movement that correlate with subjective ratings of workload based on the NASA-TLX questionnaire.  
## 28 Cognitive impairment is a core feature of psychosis, with slowed processing speed thought to be a prominent impairment in schizophrenia and first-episode psychosis. However, findings from the Stockings of Cambridge (SOC) planning task suggest changes in processing speed associated with the illness may include faster responses in early stages of planning, though findings are inconsistent. This review uses meta-analytic methods to assess thinking times in psychosis across the available literature. Studies were identified by searching PubMed, Web of Science and Google Scholar. Eligibility criteria: 1) included a sample of people with non-affective psychosis according to DSM III, DSM IV, DSM V or ICD-10 criteria; 2) employed the SOC task; 3) included a healthy control group; and 4) published in English. We identified 11 studies that employed the SOC task. Results show that people with psychosis have …  
## 29 Emmel describes our approach as ‘cavalier’. If we may playfully expand the metaphor, we suspect we are actually the Roundheads. Byrne rails against ‘wilfully ignorant health ethics committees’ and Hammersley identifies ‘an institutionally generated problem’in how ‘funding bodies and/or ethics committees’ approach qualitative research. Rather as the Royalists in the English Civil War felt the King’s executive power should not be constrained by a meddlesome Parliament, it feels as if they put forth a vision of the researcher likewise unbounded by ‘ignorant’committees, free to gather more participants or not as the research takes them. We share with the responders and most researchers a common frustration with a research governance process that frequently seems not fit for purpose and, as we did in our paper, we again decry the unthinking application of power calculations. However, the reason why power …  
## 30 Many researchers who are familiar with Item Response Theory (IRT)(or variants such as Rasch or Guttman scales) know that applying factor analysis in an attempt to assess the internal consistency, or unidimensionality, of such tests tends to yield misleading results. Unfortunately, few of those who have worked only with tests developed using Classical Test Theory are aware of this. This has resulted in many researchers coming to seriously misleading conclusions when they have applied factor analysis to the matrices of correlations between the items constituting IRT-based tests. The current paper illustrates the problem by factor-analysing computer-generated data simulating that which would be obtained from using that archetypical form of an IRT test–a tape measure or meter stick–to measure height or the ability to make high jumps.  
## 31 This chapter aims to help frontline CBT therapists to appreciate the key issues in the evaluation of psychotherapies including a consideration of how best to undertake routine evaluation of their own practice. The first part provides an overview of current issues in academic research and evaluation of psychotherapy. It explores how researchers have attempted to address the key challenges, namely: the inference of causality in relation to hypothesised therapeutic impact; linking change to potential underlying mechanisms; and assessing the everyday life significance of impact. The second part focuses on issues faced by those who wish to undertake routine evaluation of their own clinical practice, in particular: how to choose what, how, when and whom to evaluate, as well as how practitioners might make use of any information derived from such endeavours to inform their own practice. The chapter concludes by considering possible ways forward whereby academic and practitioner evaluation can combine in helpful ways to improve our understanding of this complex but vital area.  
## 32 This chapter provides a brief overview of issues to consider when interpreting mental health questionnaire data from service users. I have focused on what I think are topical areas of uncertainty. Suggestions for further reading are provided at the end.  
## 33 There is increased interest internationally in embedding mental health in schools and targeting those most at risk of problems, with particular interest in reducing behavioural difficulties. Findings from a national randomised controlled trial involving 8172 children, aged 8 to 10, from 266 schools in 65 Local Authority areas across England indicate that pupils with clinically significant behavioural difficulties at baseline report fewer such problems a year later if they attended schools randomly allocated to receive targeted mental health support than if they did not. These findings have implications for the development of effective intervention models in primary schools to prevent and ameliorate behavioural difficulties.  
## 34 The rated severity of child mental health problems depends on who is doing the rating, whether child, carer or clinician. It is important to know how these ratings relate to each other.\nTo investigate to what extent clinicians’ views are associated with carers’ and young people’s views in routine care in the United Kingdom.\nRatings of clinician and parent/child viewpoints from a large Child and Adolescent Mental Health Services (CAMHS) sample (ns 1773–47,299), as measured by the Children’s Global Assessment Scale (CGAS) and Strengths and Difficulties Questionnaire (SDQ) respectively, were analysed. The parent SDQ added value score (AVS), which adjusts for regression to the mean and other non-treatment change, was also included in the analyses.\nSmall-to-medium correlations were found between family and clinician ratings; however, ratings diverged for the lowest-function …  
## 35 Service users hope that psychological therapies will help them to feel better. Though challenging and controversial, there are signs that routine outcomes monitoring can be used to evaluate and improve therapy effectiveness. In this article, I briefly introduce three national policies in England which I think are ethically problematic and could be damaging to outcomes monitoring. I conclude with ideas for what might be done in response. The guiding principle is simple: outcomes monitoring should be focused on helping achieve its central aim, to learn about and improve care.  
## 36 There are individual differences in reasoning which go beyond dimensions of ability. Valid models of cognition must take these differences into account, otherwise they characterise group mean phenomena which explain nobody. The gap is closing between formal cognitive models, which are designed from the ground up to explain cognitive phenomena, and statistical models, which traditionally concern the more modest task of modelling relationships in data. This paper critically reviews three illustrative statistical models of individual differences in reasoning which embed some notion of cognitive process. Although the models are each developed in different frameworks, it is shown that they are more similar than would first appear. The cognitive meaning of elements in the example models is explored and some sketches are developed for future directions of research.  
## 37 It is neither desirable nor possible to eliminate normative concerns from the psychology of reasoning. Norms define the most fundamental psychological questions: What are people trying to do, and how? Even if no one system of reasoning can be the norm, pure descriptivism is as undesirable and unobtainable in the psychology of reasoning as elsewhere in science.  
## 38 Objectives\nThe objective of the impact evaluation was to understand the effect of FDAC proceedings on reunification for children and families at the end of care proceedings compared to standard care proceedings. The evaluation also aimed to test if parents who had been through the FDAC process as opposed to standard care proceedings were more likely to stop misusing substances, and also investigated if there were any differences in the rate of contested final hearings or the use of expert witnesses in proceedings. We also ran an implementation and process evaluation to assess how FDAC has been implemented and delivered.  
## 39 This case series explores the relationship between verbal memory capacity and sentence comprehension in four patients with aphasia. Two sentence comprehension tasks showed that two patients, P1 and P2, had impaired syntactic comprehension, whereas P3 and P4’s sentence comprehension was intact. The memory assessment tasks showed that P1 and P2 had severely impaired short-term memory, whereas P3 and P4 performed within the normal range in the short-term memory tasks. This finding suggests an association between short-term memory deficit and sentence comprehension difficulties. P1 and P3 exhibited impaired comparable working memory deficits, suggesting a dissociation between working memory and sentence comprehension.  
## 40   
## 41   
## 42   
## 43   
## 44

title\_abstract\_prompt <- function(t, a) {  
 sprintf(  
 "Instructions: I would like you to classify journal articles by academic discipline and subdiscipline please, based only on the article's title and abstract. If you don't know, answer 'NA'. Be concise, using a small number of words. If the article belongs to more than one category, separate each one with '|'. An example response would be 'psychology|reasoning|evaluation'. Another example response would be 'research methods|qualitative'. Your answer should be the category or categories, with no other text, no quotation marks, do not provide an explanation, and all lower case please. Use British English naming conventions. The input is:\n\nTitle: %s\n\nAbstract: %s",  
 t,  
 a  
 )  
}  
title\_abstract\_prompt("Example title", "An example abstract") |> cat()

## Instructions: I would like you to classify journal articles by academic discipline and subdiscipline please, based only on the article's title and abstract. If you don't know, answer 'NA'. Be concise, using a small number of words. If the article belongs to more than one category, separate each one with '|'. An example response would be 'psychology|reasoning|evaluation'. Another example response would be 'research methods|qualitative'. Your answer should be the category or categories, with no other text, no quotation marks, do not provide an explanation, and all lower case please. Use British English naming conventions. The input is:  
##   
## Title: Example title  
##   
## Abstract: An example abstract

BBC’s Henry Cooke has written [a neat article](https://www.bbc.co.uk/rd/blog/2024-06-mitigating-llm-hallucinations-in-text-summarisation) on designing good prompts – I read it after devising the mediocre prompt above by trial and error. Such is life :-)

This function calls Ollama:

classify\_paper <- Vectorize(function(t, a) {  
 generate("llama3.1:8b", title\_abstract\_prompt(t, a), output = "text") |> as.vector()  
})

Do it for all papers in the Scholar stash (when I was developing the code, I used this line to select two or three papers before running on all):

papers\_to\_analyse <- papers

I’m using beepr to let me know when it’s done (note I’m using caching again as this can take 1 to 2 minutes per paper):

tic()  
if (file.exists("llama\_out.rds")) {  
 papers\_to\_analyse <- readRDS("llama\_out.rds")  
} else {  
 papers\_to\_analyse$res <- classify\_paper(papers\_to\_analyse$title,  
 papers\_to\_analyse$abstract)  
 saveRDS(papers\_to\_analyse, "llama\_out.rds")  
}  
toc()

## 0.02 sec elapsed

beep(2)

Take a look:

result <- papers\_to\_analyse |>  
 mutate(  
 res = ifelse(res == "na", NA, res)  
 )  
result |>  
 mutate(title = str\_trunc(title, 15),  
 res = str\_trunc(res, 60)) |>  
 select(title, res)

## title res  
## 1 Supporting t... psychology|research methods|statistics  
## 2 How people i... cognitive psychology|conditional logic|linguistics  
## 3 Patient-repo... psychology|mental health|research methods  
## 4 Thematic ana... sociology|research methods|qualitative  
## 5 Comparison o... psychology|evaluation|statistics  
## 6 Editorial Co... psychology|research methods|evaluation|healthcare policy|...  
## 7 Children wit... special educational needs|speech therapy|teacher education  
## 8 Visual/verba... psychology|cognitive psychology|intelligence testing|rese...  
## 9 What is a pr... philosophy|logic|mathematics  
## 10 Effectivenes... psychology|educational studies  
## 11 An evaluatio... education|psychology|public health|mental health|evaluation  
## 12 Effectivenes... psychology|research methods|public health|education  
## 13 What kind of... psychology|research methods|qualitative  
## 14 Routine ment... healthcare|mental health|evaluation  
## 15 A process mo... philosophy|logic|cognition|psychology  
## 16 Estimating e... education|research methods|psychology  
## 17 Probabilisti... philosophy|logic|epistemology|pragmatics  
## 18 The empirica... psychology|reasoning|logic|research methods  
## 19 Me and My Sc... psychology|education|research methods|evaluation  
## 20 'Shine brigh... research methods|qualitative research|sociology|epistemology  
## 21 Analysing an... psychology|child development|public health|research methods  
## 22 Should trans... sociology|gender studies|statistics  
## 23 Assessing sp... psychology|communication studies|research methods  
## 24 Drag and dro... human-computer interaction|cognitive psychology|research ...  
## 25 An open lett... healthcare policy|public health|ethics  
## 26 Syntactic pr... linguistics|aphasiology|psycholinguistics  
## 27 Workload on ... psychology|human-computer interaction  
## 28 More haste l... psychology|neuroscience|research methods  
## 29 Response to ... social sciences|epistemology  
## 30 What’s wrong... psychology|education|research methods|statistics  
## 31 Issues in ev... psychology|evaluation|research methods  
## 32 A statistica... statistics|psychology|mhc  
## 33 Targeted men... education|psychology|mhc (mental health care)|research me...  
## 34 Associations... psychology|child development|research methods  
## 35 The ethics o... ethics|healthcare policy|psychology  
## 36 Statistical ... psychology|cognitive science|statistics  
## 37 Throwing the... psychology|reasoning|evaluation  
## 38 Evaluation o... social work|evaluation|law  
## 39 Verbal memor... linguistics|aphasiology|psycholinguistics  
## 40 Targeted men... psychology|education|public health|statistics  
## 41 Basic Maths ... education|mathematics  
## 42 “Let’s Read ... education|evaluation|literacy  
## 43 LNK Educate:... education|research methods  
## 44 Send me a pi... information technology|evaluation

Now I want to reshape the data to tidy format:

wide\_topics\_mat <- result$res |> str\_split\_fixed("\\|", n = Inf)  
colnames(wide\_topics\_mat) <- paste0("t\_",1:ncol(wide\_topics\_mat))  
wide\_topics <- as\_tibble(wide\_topics\_mat)  
wide\_topics

## # A tibble: 44 × 5  
## t\_1 t\_2 t\_3 t\_4 t\_5   
## <chr> <chr> <chr> <chr> <chr>  
## 1 psychology research methods "statistics" "" ""   
## 2 cognitive psychology conditional logic "linguistics" "" ""   
## 3 psychology mental health "research methods" "" ""   
## 4 sociology research methods "qualitative" "" ""   
## 5 psychology evaluation "statistics" "" ""   
## 6 psychology research methods "evaluation" "hea… "chi…  
## 7 special educational needs speech therapy "teacher educatio… "" ""   
## 8 psychology cognitive psychology "intelligence tes… "res… "qua…  
## 9 philosophy logic "mathematics" "" ""   
## 10 psychology educational studies "" "" ""   
## # ℹ 34 more rows

res\_topics <- bind\_cols(result |> select(title), wide\_topics) |>  
 pivot\_longer(  
 cols = starts\_with("t\_"),  
 values\_to = "class",  
 names\_prefix = "t\_",  
 names\_to = "topic\_num"  
 ) |>  
 dplyr::filter(class != "") |>  
 mutate(class = as\_factor(class))

Tidy up the levels a little:

levels(res\_topics$class) |> sort()

## [1] "aphasiology" "child development"   
## [3] "cognition" "cognitive psychology"   
## [5] "cognitive science" "communication studies"   
## [7] "conditional logic" "education"   
## [9] "educational studies" "epistemology"   
## [11] "ethics" "evaluation"   
## [13] "gender studies" "healthcare"   
## [15] "healthcare policy" "human-computer interaction"  
## [17] "information technology" "intelligence testing"   
## [19] "law" "linguistics"   
## [21] "literacy" "logic"   
## [23] "mathematics" "mental health"   
## [25] "mhc" "mhc (mental health care)"   
## [27] "neuroscience" "philosophy"   
## [29] "pragmatics" "psycholinguistics"   
## [31] "psychology" "public health"   
## [33] "qualitative" "qualitative research"   
## [35] "quantitative" "reasoning"   
## [37] "research methods" "social sciences"   
## [39] "social work" "sociology"   
## [41] "special educational needs" "speech therapy"   
## [43] "statistics" "teacher education"

res\_topics\_clean <- res\_topics |>  
 mutate(class = fct\_recode(class,  
 "mental health care" = "mhc",  
 "mental health care" = "mhc (mental health care)",  
 "HCI" = "human-computer interaction"))  
levels(res\_topics\_clean$class) |> sort()

## [1] "aphasiology" "child development"   
## [3] "cognition" "cognitive psychology"   
## [5] "cognitive science" "communication studies"   
## [7] "conditional logic" "education"   
## [9] "educational studies" "epistemology"   
## [11] "ethics" "evaluation"   
## [13] "gender studies" "HCI"   
## [15] "healthcare" "healthcare policy"   
## [17] "information technology" "intelligence testing"   
## [19] "law" "linguistics"   
## [21] "literacy" "logic"   
## [23] "mathematics" "mental health"   
## [25] "mental health care" "neuroscience"   
## [27] "philosophy" "pragmatics"   
## [29] "psycholinguistics" "psychology"   
## [31] "public health" "qualitative"   
## [33] "qualitative research" "quantitative"   
## [35] "reasoning" "research methods"   
## [37] "social sciences" "social work"   
## [39] "sociology" "special educational needs"  
## [41] "speech therapy" "statistics"   
## [43] "teacher education"

res\_topics\_clean |>  
 mutate(title = str\_trunc(title, 30)) |>  
 select(title, class)

## # A tibble: 142 × 2  
## title class   
## <chr> <fct>   
## 1 Supporting thinking on samp... psychology   
## 2 Supporting thinking on samp... research methods   
## 3 Supporting thinking on samp... statistics   
## 4 How people interpret condit... cognitive psychology  
## 5 How people interpret condit... conditional logic   
## 6 How people interpret condit... linguistics   
## 7 Patient-reported outcomes i... psychology   
## 8 Patient-reported outcomes i... mental health   
## 9 Patient-reported outcomes i... research methods   
## 10 Thematic analysis sociology   
## # ℹ 132 more rows

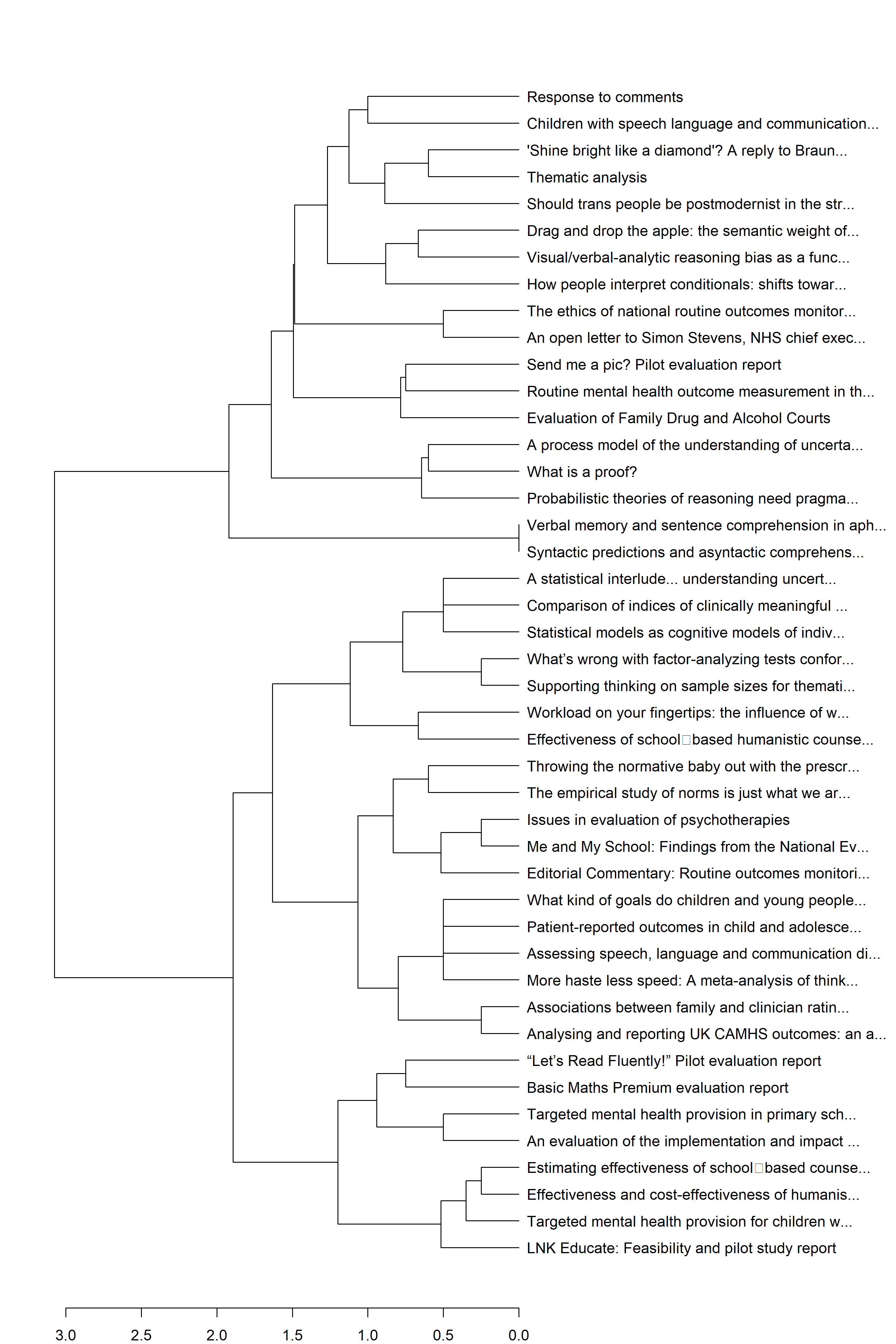
Summarise:

res\_topics\_clean |>  
 group\_by(class) |>  
 tally() |>  
 arrange(desc(n))

## # A tibble: 43 × 2  
## class n  
## <fct> <int>  
## 1 psychology 26  
## 2 research methods 20  
## 3 evaluation 10  
## 4 education 10  
## 5 statistics 7  
## 6 public health 5  
## 7 logic 4  
## 8 cognitive psychology 3  
## 9 linguistics 3  
## 10 mental health 3  
## # ℹ 33 more rows

Lob it at a cluster analysis:

res\_topics\_binary <- res\_topics\_clean |>  
 mutate(val = 1) |>  
 dplyr::select(-topic\_num) |>  
 pivot\_wider(names\_from = "class",  
 values\_from = val,  
 values\_fill = 0)  
  
topics\_mat <- res\_topics\_binary |>  
 dplyr::select(-title) |>  
 as.matrix()  
rownames(topics\_mat) <- res\_topics\_binary$title |> str\_trunc(50)  
  
dist\_mat <- dist(topics\_mat, method = "binary")  
hc <- hclust(dist\_mat, method = "ward.D")  
  
old\_par <- par(mar = c(2, 2, 2, 20))  
plot(hc |> as.dendrogram(), horiz = TRUE)



par(old\_par)

This doesn’t quite look the way I would have done it manually, e.g., I would have put “How people interpret conditions” alongside “A process model of…” and “Probabilistic theories of reasoning…”. But it’s not horrendous and impressive given that all I had to do was come up with a prompt.