

PSYC*6920, Course Outline: Fall 2019

General Information

Course Title: Applied Social Psychology and Intervention

Course Description:

This course will critically examine theoretical approaches and research in the field of applied social psychology with a particular focus on work aimed at generating intervention strategies intended to ameliorate social and practical problems. The course will also consider implications for social policy.

Credit Weight: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: Fall 2019

Class Schedule: Thursdays 8:30-11:20

Location: MCKN room 314

Instructor Information:

Instructor Name: Dr. Paula C. Barata

Instructor Email: pbarata@uoguelph.ca

Telephone: 519-824-4120 ext. 56562

Office location: MacKinnon Building Extension (MCKN) 3017

Office hours: Mondays 3-5

Course Content

Intended learning outcomes

1. Demonstrate the ability to critique and debate research that is used to develop and evaluate social psychological theory.
2. Evaluate the logic, rigorous development, and applicability of social psychological theory to intervention work.
3. Synthesize and communicate logical arguments related to social psychological research and theory.
4. Communicate constructive feedback to enhance debate and learning about complex research and theory in social psychology.
5. Apply social psychological theory to a number of different contexts including your own work.
6. Use social psychological theory in the development of an intervention proposal.
7. Show awareness and attention to similarities and differences in human behaviour, cognition, and emotion across cultures and from diverse perspectives.
8. Demonstrate key ethical principles and professionalism (including accountability and responsibility).

Seminar Content:

This is a seminar course, which will be led by one or two students each week. In many ways, it is a risky format because so much depends upon students' willingness to contribute to class discussion. Often, instructors "motivate" students to contribute to class discussions by giving marks for class participation. I am not doing so. Instead, I trust that all of you will be active participants in the course.

Below is a list of reading, which must be completed before each class.

Date	Schedule of Readings
Sep 5	Course outline and topic selection
Sep 12	<p>Historical Roots of Applied Social Psychology</p> <ul style="list-style-type: none">• Lewin, K. (1943). Psychology and the process of group living. <i>The Journal of Social Psychology</i>, 17, 113-131.• Rosen, S. (1993). From Lewin to the present: As glimpsed from a fast moving train. <i>Contemporary Social Psychology</i>, 17 (3), 61-67.• Fryer, D. (1986). The social psychology of the invisible: An interview with Marie Jahoda. <i>New Ideas in Psychology</i>, 4, 107-118.• Rutherford, A., Unger, R. K. & Cherry, F. C. (2011). Reclaiming SPSSI's sociological past: Marie Jahoda and the immersion tradition in social psychology. <i>Journal of Social Issues</i>, 67(1), 41-56. <p>Issues in Applied Social Psychology</p> <ul style="list-style-type: none">• Ross, A.S. (2004). Lessons learned from a lifetime of applied social psychology research. <i>Canadian Psychology</i>, 45(1), 1-8.• Cialdini, R. B. (2009). We have to break up. <i>Perspectives on Psychological Science</i>, 4 (1), 5-6.• Mark, M.M., & Bryant, F.B. (1984). Potential pitfalls of a more applied social psychology: Review and recommendations. <i>Basic and Applied Social Psychology</i>, 5, 231-253.

Date	Schedule of Readings
Sep 19	<p>The Use of Social Theory in Applied Social Psychology</p> <ul style="list-style-type: none"> • Potter, J. (1982). Nothing so practical as a good theory: The problematic application of social psychology. In P. Stringer (Ed.) <i>Confronting Social Issues: Applications of Social Psychology</i> (pp. 23-49). London: Academic Press. • Buunk, A. B., & Van Vugt, M. (2013). <i>Applying Social Psychology: From Problems to Solutions</i>. Los Angeles: Sage Publications Lt. (Chapter 1, pp. 1-21) • Buunk, A. B., & Van Vugt, M. (2013). <i>Applying Social Psychology: From Problems to Solutions</i>. Los Angeles: Sage Publications Lt. (Chapter 3-4, pp. 55-106) • Barata, P.C. & Senn, C.Y. (2019). Interventions to Reduce Violence Against Women: The Contribution of Applied Social Psychology. In K. O’Doherty & D. Hodgetts (Eds.). <i>The SAGE Handbook of Applied Social Psychology</i> (pp. 61-84). SAGE Publishing. • Wolfers, M. de Zwart, O. & Kok, G. (2012). The Systematic Development of ROsafe: An Intervention to Promote STI Testing Among Vocational School Students. <i>Health Promotion Practice</i>, 13(3), 378–387.
Sep 26 Community questions due	<p>Community Consultation</p> <ul style="list-style-type: none"> • Buunk, A. B., & Van Vugt, M. (2013). <i>Applying Social Psychology: From Problems to Solutions</i>. Los Angeles: Sage Publications Lt. (Chapter 2, pp. 23-53) • TBA (Readings to complement community engaged projects)
Oct 3	<p>Cognitive Dissonance</p> <ul style="list-style-type: none"> • Festinger, L., & Carlsmith, J.M. (1959). Cognitive consequences of forced compliance. <i>Journal of Abnormal and Social Psychology</i>, 58, 203-210. • Nail, P. & Boniecki, K. A. (2011). Inconsistency in Cognition: Cognitive Dissonance. In D. Chadee (Ed.) <i>Theories in social psychology</i>, (pp. 44-71). Chichester, West Sussex: John Wiley & Sons Ltd. • Gringart, E., Helmes, E., & Speelman, C. (2008). Harnessing cognitive dissonance to promote positive attitudes toward older workers in Australia. <i>Journal of Applied Social Psychology</i>, 38(3), 751-778. • Desmette, D., Henry, H., Agrigoroaei, S. (2019). Ageing in context: Ageism in action. In K. O’Doherty & D. Hodgetts (Eds.). <i>The SAGE Handbook of Applied Social Psychology</i> (pp. 232-246). SAGE Publishing.

Date	Schedule of Readings
Oct 10 Thought paper due	Theory of Planned Behaviour and Social Cognitive Theory <ul style="list-style-type: none"> • Ajzen, I. (2011). The theory of planned behavior: Reactions and reflections. <i>Psychology and Health, 26</i>(9), 1113-1127. • Bandura, A. (2004). Health promotion by social cognitive means. <i>Health Education & Behavior, 31</i>(2), 143-164. • Giguère, B., Beggs, T., & Sirois, F. M. (2019). Social cognitive approaches to health issues. In K. O'Doherty & D. Hodgetts (Eds.). <i>The SAGE Handbook of Applied Social Psychology</i> (pp. 185-214). SAGE Publishing. • Hatchett, A., Hallam, J. S., & Ford, M.A. (2013). Evaluation of a social cognitive theory-based email intervention designed to influence the physical activity of survivors of breast cancer. <i>Psycho-Oncology 22</i>, 829–836. • Ogden, J. (2003). Some problems with social cognition models: A pragmatic and conceptual analysis. <i>Health Psychology, 22</i>(4), 424-428
Oct 17	Social Norms <ul style="list-style-type: none"> • Nolan, J. M., Schultz, P. W., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2008). Normative Social Influence is Underdetected. <i>Personality and Social Psychology Bulletin, 34</i>, 913-923. • Berkowitz, A. D. (2003). Applications of social norms theory to other health and social justice issues. In H. W. Perkins (Ed.), <i>The social norms approach to preventing school and college age substance abuse: A handbook for educators, counselors, and clinicians</i> (pp. 259–279). San Fransisco: Jossey-Bass. • Truelove, H. B., Schultz, P. W., & Gillis, A. J. (2019). Using social psychology to protect the environment. In K. O'Doherty & D. Hodgetts (Eds.). <i>The SAGE Handbook of Applied Social Psychology</i> (pp. 491-514). SAGE Publishing. • Kilmartin, C., Smith, T., Green, A., Heinzen, H., Kuchler, M., & Kolar, D. (2008). A real time social norms intervention to reduce male sexism. <i>Sex Roles, 59</i>(3–4), 264–273. • Schultz, P. W., Nolan, J. M., Cialdini, R. B., Noah J. Goldstein, N. J., & Griskevicius, V. (2007). The Constructive, Destructive, and Reconstructive Power of Social Norms. <i>Psychological Science, 18</i>(5), 429-434. • Cislighi, B; Heise, L. (2018) Using social norms theory for health promotion in low-income countries. <i>Health promotion international</i>. Available on-line.

Date	Schedule of Readings
Oct. 24	<p>Social Identity and Self-Categorization Theories</p> <ul style="list-style-type: none"> • Hogg, M. A., Reid, S. A. (2006). Social Identity, self-categorization, and the communication of group norms. <i>Communication Theory</i> 16, 7–30. • Haslam, S. A., Jetten, J., Postmes, T., & Haslam, C. (2009). Social Identity, Health and Well-Being: An Emerging Agenda for Applied Psychology. <i>Applied Psychology: An international Review</i>, 58, 1-23. • Alexitch, L.R. (2019). Applying social psychology to education. In K. O’Doherty & D. Hodgetts (Eds.). <i>The SAGE Handbook of Applied Social Psychology</i> (pp. 445-466). SAGE Publishing. • Cohen, G. L., Garcia, J., & Master, A. (2006). Reducing the Racial Achievement Gap: A Social-Psychological Intervention. <i>Science</i>, 313, 1307-1310.
Oct 31 Thought paper due	<p>Testing and Implementing Interventions</p> <ul style="list-style-type: none"> • Russell, C. A., Clapp, J. D., & DeJong, W. (2005). Done 4: Analysis of a Failed Social Norms Marketing Campaign. <i>Health Communication</i>, 17(1), 57–65. • Senn, C.Y., Eliasziw, M., Barata, P.C., Thurston, W.E., Newby-Clark, I.R., Radtke, H.L., Hobden, K.L. (2015). Efficacy of a sexual assault resistance program for university women. <i>New England Journal of Medicine</i>, 372 (24), 2326-2335. • Morisky, D.J., Stein, J. A., Chiao, C., Ksobiech, K. & Malow, R. (2006). Impact of a Social Influence Intervention on Condom Use and Sexually Transmitted Infections Among Establishment-Based Female Sex Workers in the Philippines: A Multilevel Analysis. <i>Health Psychology</i>, 25(5), 595–603. • Buunk, A. B., & Van Vugt, M. (2013). <i>Applying Social Psychology: From Problems to Solutions</i>. Los Angeles: Sage Publications Lt. (Chapter 5, pp.107-137). • Lee, N.R. & Kotler, P. (2011). <i>Social Marketing: Influencing Behaviors for good</i>. Los Angeles: Sage Publications Lt. (Chapter 15 & 17, pp. 388-410 and 432-457). • Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L., Blackman, M., Dunvillen, R., & Saul, J. (2008). Bridging the gap between prevention research and practice: The interactive systems framework for dissemination and implementation. <i>American Journal of Community Psychology</i>, 41, 171–181.
Nov 7	Student Presentations of Community Intervention Projects
Nov 14	Student Presentation of Community Intervention Projects

Date	Schedule of Readings
Nov 21	<p>Policy Implications</p> <ul style="list-style-type: none"> • Dovidio, J. S., & Esses, V. M. (2007). Psychological research and public policy: Bridging the gap. <i>Social Issues and Policy Review</i>, 1, (1), 5-14. • Esses, V. M. & Dovidio, J. F. (2011). Social psychology, social issues, and social policy: What have we learned? <i>Social Issues and Policy Review</i>, 5(1), 1-7. • Scott, C. & Harell, A. (2019). Towards an applied social psychology of democratic citizenship. In K. O’Doherty & D. Hodgetts (Eds.). <i>The SAGE Handbook of Applied Social Psychology</i> (pp. 127-147). SAGE Publishing. • Bell, K., Salmon, A., Bowers, M., Bell, J., & McCullough, L. (2010). Smoking, stigma and tobacco ‘denormalization’: Further reflections on the use of stigma as a public health tool. A commentary on <i>Social Science & Medicine’s Stigma, Prejudice, Discrimination and Health Special Issue</i> (67: 3). <i>Social Science & Medicine</i> 70, 795–799.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Seminar Presentation #1	Varied	10%	1-4, 7-8
Seminar Presentation #2	Varied	10%	1-4, 7-8
Thought Papers	Oct 10 th and 31 st	10% each (20% total)	1-3, 5, 7-8
Community Questions	Sep 26 th	5%	3
Community Presentation	Nov 7 th or 14 th	15%	1-3, 5-8
Final Paper	Dec 9th (by 5pm)	40%	2-3, 5-8

Student Seminar Presentations (20%)

Each of you will be responsible for presenting on two of the topics covered. Topic selection will occur during the first class on Sep 5th. Your task during your two seminars will be threefold. First, you will provide a brief (10 minute) summary of the readings. Second, you will prepare discussion questions for the class and distribute these to the class by Tuesday at noon. You can do this through CourseLink. Third, you will guide class discussion, so you should have a plan for how you will do that.

Thought Papers (20%)

You will write 2 thought papers. The papers will be short (no more than three double spaced pages). You are free to write whatever you wish except that: (a) the papers cannot be simple summaries of the readings; (b) the papers should refer to the readings of a particular week that has already been covered (or will be covered that day). The second thought paper should be on material covered since the last thought paper. Your thought paper cannot be on the same topic as either of your student presentations. Thought papers can be on a variety of issues. A thought paper could consist of a critical evaluation of a week’s reading or it could link separate readings done on different weeks. The paper could also

illustrate the principles discussed by using relevant examples from one's life or could link the material under review with that of other courses. Thus, what you write about is somewhat up to you, but I expect to read some analysis or reflection on the material under study. The thought papers must be handed in at the beginning of class. They are due on Oct 10th and Oct 31th. If you are interested in doing a thought paper on the final selection of readings (policy implications), please speak to me by Oct 24th and we can make that arrangement.

Community Questions and Problem Definition (5%)

Our community partners will provide us with reading material ahead of time and meet with us to outline the projects. You will prepare for this visit by doing the assigned readings and developing a list of questions for each community partner in order to better understand the problems they are wanting to address. Carefully reading chapter 2 of the Buunk and Van Vugt book will help you develop your questions. These are due to me at the beginning of the class on Sep 26th, but you should also have a second hard copy or an electronic copy to refer to during class. This component will be graded individually and is worth 5%.

At the end of class, we will divide the class into groups to work on each project. Each group will then develop a problem definition that will be due to me and the community partners the following week (Oct 3rd). This component will not be graded, but you will receive feedback from both the community partner and me to help you begin to develop your presentation and paper.

Community Presentation (15%)

Each group will present their work to date on the community intervention project (see below). At this point, your work should include all five components; however, the presentation will also be an opportunity to get feedback from the community partner, your classmates, and the professor. You will be expected to incorporate some of this feedback into the final paper.

Final Paper: Community Intervention Project (40%)

You will assist a community partner in the development of an intervention that is intended to have an impact on a particular social problem. The intervention design must clearly incorporate social psychological theory and research. The development of the theoretical context of your paper is particularly important and will be weighed more heavily than the other components.

The format of the paper is up to you, but it should include the following (although you don't have to use these exact subtitles):

1. Overall issue and context
 - What is known about the issue? (i.e., by the agency and in the literature). What has already been done to address this issue (i.e., by the agency and in the literature). How will you build on previous work? Why is an intervention needed at this time?
2. Specific problem
 - What is the specific problem that your intervention will address? (i.e., the problem definition). How does this specific problem fit into the larger context and why is it the best place to start? How did you decide to address this specific problem?
3. Stakeholders and participants

- Who will care about this intervention and for whom is it intended? Who must be involved for this intervention to succeed?
4. Theory
 - What theoretical constructs have you used to understand and address the problem? (i.e., what social psychological theories are used to provide direction for the intervention). You can combine theoretical constructs for greater impact and/or to address different components of the problem. You should provide an overview of any theoretical constructs that you used and explain why they have been chosen.
 5. Suggestions for intervention components
 - What could be involved and why should it be included (e.g., if you are suggesting a media campaign, what could the message be and what kinds of images could be used). However, this last section is expected to be in the initial stages. You may provide various options for the community partner, but you are NOT expected to have finished materials (e.g., posters, presentations, etc.).

The paper should be about 25 pages double spaced plus references.

You will work in pairs or small groups for this paper and you should include a cover letter that makes clear what each member of the group has done. That is, explain how each member contributed to the project and to the final paper. The cover letter should be written and signed by the team.

Course Resources

Required Texts:

All of the articles in the schedule of readings can be found at the library.

The following books will be read in whole or in part and are on course reserve at the library (Buunk and Vugt (2013) is also available for purchase at the bookstore):

- Buunk, A. B., & Van Vugt, M. (2013). *Applying Social Psychology: From Problems to Solutions*. Los Angeles: Sage Publications Lt.
(Note: We are reading this entire book, so you may want to purchase it.)
- O'Doherty, K. & Hodgetts D. (2019). *The SAGE Handbook of Applied Social Psychology*. London: Sage Publications.
- Lee, N.R. & Kotler, P. (2011). *Social Marketing: Influencing Behaviors for good*. Los Angeles: Sage Publications Lt.
- Nail, P. & Boniecki, K. A. (2011). Inconsistency in Cognition: Cognitive Dissonance. In D. Chadee (Ed.) *Theories in social psychology*, (pp. 44-71). Chichester, West Sussex: John Wiley & Sons Ltd.

Recommended Texts:

The following are on course reserve at the library because they may prove useful to you in the completion of your final paper:

- Hogg, M. A., & Cooper, J. (Eds.). (2007). *The SAGE handbook of social psychology Concise Student Edition*. Thousand Oaks, CA: Sage.
- Fiske, S.T., Gilbert, D.T., & Lindzey, G. (2010). *Handbook of social psychology*, (5th ed., Volume 1 & 2). Hoboken, New Jersey: John Wiley & Sons, Inc.
- Weinreich, N. K. (2011). *Hands-on Social Marketing: A step-by-step guide to designing change for good*. Los Angeles: Sage.

Other Resources:

Please visit the [CourseLink](#) site regularly to obtain important information and materials for this course (e.g., readings, grades, etc.).

Course Policies**Grading Policies**

Please note that 10% will be deducted for each day that an assignment is late unless arrangements are made in advance.

[Graduate Grade interpretation](#)

Past/Future Work

Work done in this class cannot duplicate work you have already done or plan to do for another class (including thesis and independent study courses). If the topic of your final paper is similar to other work you have done or are planning to do, please speak to the course instructor for guidance on how to proceed.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies**Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the appropriate section of the [Graduate Calendar](#).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is November 29th. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Graduate Calendar](#).