PSYC*6920, Course Outline: Fall 2025

General Information

Course Title: Applied Social Psychology and Intervention

This course will be presented in the Face-to-Face format.
The course has a set day, time and location of class.

University of Guelph **strongly recommends** that all students, faculty, and staff receive updated vaccinations against COVID-19. However, please see the website listed below for the most recent information on COVID-19 requirements at University of Guelph and what to do if you become ill.

If you develop a cough or any respiratory illness symptoms, according to university guidelines you must wear a properly fitted (medical) mask in all public settings (including in class) for 10 days after the start of your symptoms.

https://news.uoguelph.ca/covid-19/safety-practices/

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 2025

Class Schedule: Wednesdays 11:30-14:20
Location: MCKN 309

Instructor Information:

Instructor Name: Dr. Shayna Skakoon-Sparling, Ph.D.

Instructor Email: s.sparling@uoguelph.ca
*(please include **PSYC 6920** in subject of all emails).*
I will attempt to respond to emails within 48 hours, Monday through Friday.

Office location: MacKinnon Extension, room 4016
Office hours: by appointment (virtual or face to face)

Course Content

Upon completion of the course, through concise, accurate and reliable oral and written communication, students will be able to:

1. demonstrate an **in-depth understanding of social psychology theories**.
2. demonstrate the ability to think **critically about and integrate research from different social psychology theories**.
3. demonstrate the ability to apply social psychological theories to **think critically and creatively** about the nature of social and practical problems.
4. demonstrate the ability to **apply social psychological theories to develop creative interventions** to address social and practical problems.
5. demonstrate the ability to **facilitate conversations** about complex social psychological research and theories, as well as their application to address social and practical problems.
6. demonstrate **key ethical principles and professionalism** (including accountability, responsibility, and time management)

Seminar Content:

Date	Topics	Readings
Sept. 10th	**Meeting 1** Welcome to the course, overview of social psychology, basic participation and facilitation skills and selection of meeting lead	1. Batson, C. D. (2005). Seven Possible Social–Psychological Wisdoms. *Psychological Inquiry, 16*, 152-157. 2. Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: Why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology, 89*, 845–851. Suggested supplemental readings: • Campbell, D. T. (1967). Dissertation for the doctorate. *American Psychologist, 22*(6), 448. https://doi.org/10.1037/h0037673 • Taylor, D. M. & Brown, R. J. (1979). Towards a more social social psychology? *British Journal of Social and Clinical Psychology, 18*, 173-180. • Rucker, D. D., Preacher, K. J., Tormala, Z. L., & Petty, R. E. (2011). Mediation analysis in social psychology: Current practices and new recommendations. *Social and Personality*

Date	Topics	Readings
		Psychology Compass, 5, 359–371. doi:10.1111/j.1751-9004.2011.00355.x
Sept. 17th	**Meeting 2** Overview of applied social psychology	1. Lewin, K. (1943). Psychology and the process of group living. *The Journal of Social Psychology, 17*, 113-131. 2. Lévy-Leboyer, C. (1988). Success and failure in applying psychology. *American Psychologist, 43*,779-785. 3. Mortensen, C. R. & Cialdini, R. B. (2010). Full-cycle social psychology for theory and application. *Social and Personality Psychology Compass, 4*, 53-63. 4. Brauer, M. & Kennedy, K. R. (2023). On effects that do occur versus effects that can be made to occur. *Frontiers in Social Psychology*. https://doi.org/10.3389/frsps.2023.1193349 Suggested supplemental readings: • Cook, T. D. & Campbell, D. T. (1979). *Quasi-experimentation: Design & Analysis Issues for Field Settings*. Rand McNally College Publishing Company: Chicago. • Ellard-Gray, A., Jeffrey, N. K., Choubak, M., & Crann, S. E. (2015). Finding the Hidden Participant: Solutions for Recruiting Hidden, Hard-to-Reach, and Vulnerable Populations. *International Journal of Qualitative Methods 14,* 1-10. • Prentice, D. A., & Miller, D. T. (1992). When small effects are impressive. *Psychological Bulletin, 112*, 160-164. doi:10.1037/0033-2909.112.1.160
Sept. 24th	**Meeting 3** AS Theories #1: Social Cognitive Theory	1. Bandura, A. (2001). Social Cognitive Theory: An agentic perspective. *Annual Review of Psychology, 52*, 1-26. 2. Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science, 9*, 75–78 3. Sheeshka, J. D., Woolcott, D. M., & MacKinnon, N. J. (1993). Social Cognitive Theory as a Framework to Explain Intentions to Practice Healthy Eating Behaviors. *Journal of Applied Social Psychology, 19*, 1547-1573. Suggested supplemental readings: 1. Giguère, B., Beggs, T., & Sirois, F. M. (2019). *Social cognitive approaches to health issues*. In K. O'Doherty & D. Hodgetts (Eds.). The SAGE Handbook of Applied Social Psychology (pp. 185-214). SAGE Publishing.

Date	Topics	Readings
		2. Prestwich, et al. (2014). How can self-efficacy be increased? Meta-analysis of diet interventions. *Health Psychology Review*, 8, 207-285.
Oct 1st	**Meeting 4** AS Theories #2: Theory of Planned Behaviour **Thought paper #1 due**	1. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*, 179–211. 2. Sheeran, P. & Orbell, S. (2000). Using implementation intentions to increase attendance for cervical cancer screening. *Health Psychology, 19*, 283-289. 3. Ajzen, I. (2011). Behavioral Interventions: Design and Evaluation Guided by the Theory of Planned Behavior. In M. M. Mark, S. I. Donaldson & B. Campbell, *Social Psychology and Evaluation* (pp. 74-101): Guilford Press. Suggested supplemental readings: • Ajzen, I. (2006). Constructing a Theory of Planned Behavior Questionnaire. Retrieved November 22nd 2021 from https://people.umass.edu/aizen/pdf/tpb.measurement.pdf *[Save this one, you never know when you might need it]* • Ajzen, I. (2011). The theory of planned behavior: Reactions and reflections. *Psychology and Health, 26*, 1113-1127. *[Reflection on critics of TPB]* • Smith, J. R., & Louis, W. R. (2009). Group norms and the attitude–behaviour relationship. *Social and Personality Psychology Compass, 3*(1), 19–35. *[Offers an alternate to TPB to the gap to behaviour]* • Gollwitzer, P. M. & Sheeran, P. (2006). Implementation intention and goal achievement: A meta-analysis of effects and processes. *Advances in Experimental Social Psychology, 38,* 69-119. *[Meta-analysis about Implementation Intention Effects]*
Oct. 8th	**Meeting 5** AS Theories #3: Social Identity Theory & #4: Social Norms	1. Hornsey, M. J. (2008). Social Identity Theory and Self-Categorization Theory: A historical review. *Social and Personality Compass, 2*, 204-222. 2. Haslam, S. A. (2014). Making good theory practical: Five lessons for an Applied Social Identity Approach to challenges of organizational, health, and clinical psychology. *British Journal of Social Psychology, 53*, 1-20. 3. Miller , D. T. & Prentice, D. A. (2016). Changing Norms to Change Behavior. *Annual Review of Psychology, 67*, 339-361. 4. Tankard, M. E. & Paluck, E. L. (2016). Norm Perception as a Vehicle for Social Change. *Social Issues and Policy Review, 10*, 181-211.

Date	Topics	Readings
		Suggested supplemental readings: • Haslam, C., Cruwys, T., Haslam, S. A., Dingle, G., & Chang, M. X.-L. (2016). Groups 4 Health: Evidence that a social-identity intervention that builds and strengthens social group membership improves mental health. *Journal of Affective Disorders, 194*, 188–195. • Abrams, D., & Hogg, M. A. (2004). Metatheory: Lessons from social identity research. *Personality and Social Psychology Review, 8*, 98–106. • Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The Social Psychology of Intergroup Relations* (pp. 33– 47). Monterey, CA:Brooks/Cole • Turner, J.C, Hogg, M. A., Oakes, P.J., Reicher, S.D. & Wetherell, M. S. (1987). *Rediscovering the social group: A self-categorization theory.* Oxford, England: Blackwell. • 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. *Psychological Science, 18*, 429-434. • Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda. *Journal of Personality and Social Psychology, 96*, 574–587. https://doi.org/10.1037/a0011989 • Neighbors, C., Jensen, M., Tidwell, J., Walter, T., Fossos, N., & Lewis, M. A. (2011). Social-norms interventions for light and nondrinking students. *Group Processes and Intergroup Relations, 14*, 651-669. • Blanton H., Stuart A.E., Van den Eijnden R.J.J.M. (2001) An Introduction to Deviance-Regulation Theory: The Effect of Behavioral Norms on Message Framing. *Personality and Social Psychology Bulletin, 27*, 848–858. • Kashima, Y., Wilson, S., Lusher, D., Pearson, L. J., & Pearson, C. (2013). The acquisition of perceived descriptive norms as social category learning in social networks. *Social Networks,* 1–9.
Oct. 15th	**Meeting 6** Interventions part 1	1. **Changing behavior**: Abraham, C.A. & Michie, S. (2008). A taxonomy of behavior change techniques used in interventions. *Health Psychology, 27*, 379–387. 2. **Persuasion**: Abraham, C., Southby, L., Quandte, S., Krahé, B., & van der Sluijs, W. (2007). What's in a leaflet? Identifying research-based persuasion messages in European alcohol-education leaflets. *Psychology and Health, 22*, 1-30. 3. **Fear**: Witte, K. & Allen, M. (2000). A meta-analysis of fear appeals: mplications for effective public health campaigns. *Health Education & Behavior, 27*, 591-615.

Date	Topics	Readings
		Suggested supplemental readings: • **The origins of fear messages** ("This is your brain on drugs" PSA; see videos on courselink) Witte, K. (1992). Putting the fear back into fear appeals: The extended parallel process model. *Communication Monographs, 59*, 329-349. • **Transtheoretical model of change**: Prochaska, J.O., DiClemente, C.C. & Norcross, J.C. (1992). In search of how people change. *American Psychologist, 47*, 1102–1114. • **Motivated Interviewing:** Vansteenkiste, M. & Sheldon, K. M. (2006). There's nothing more practical than a good theory: Integrating motivational interviewing and self-determination theory. *British Journal of Social Psychology, 45*, 63-82. • **Nudge**: Dewies, M., Schop-Etman, A., Rohde, K. I.M., & Denktas, S. (2021) Nudging is Ineffective When Attitudes Are Unsupportive: An Example from a Natural Field Experiment. *Basic and Applied Social Psychology, 43*, 213-225. • **Example application to marketing:** Ennis R., & Zanna, M.P. (1993) Attitudes, advertising, and automobiles: a functional approach. *Advances in Consumer Research, 20*, 662–6.
Oct. 20th		**No Class this Week**
Oct. 29th	**Meeting 7** Intervention part 2 **Thought paper #2**	1. **Cognitive dissonance**: Pearce, L. & Cooper, J. (2021) Fostering COVID-19 Safe Behaviors Using Cognitive Dissonance, *Basic and Applied Social Psychology, 43*, 267-282, DOI: 10.1080/01973533.2021.1953497. 2. **Hypocrisy**: Stone J, Aronson E, Crain AL, et al. (1994). Inducing hypocrisy as a means of encouraging young adults to use condoms. *Personality and Social Psychology Bulletin, 20*, 116–28. 3. **Inoculation**: Lim, J. S., & Ki, E.-J. (2007). Resistance to ethically suspicious parody video on youTube: A test of inoculation theory. *Journalism & Mass Communication Quarterly, 84*, 713-728. Suggested supplemental readings: • 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.). The SAGE Handbook of Applied Social Psychology (pp. 61-84). SAGE Publishing. • Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *The Journal of Abnormal and Social Psychology, 58*, 203–210.

Date	Topics	Readings
		• Papageorgis, D., & McGuire, W. J. (1961). The generality of immunity to persuasion produced by pre- exposure to weakened counterarguments. *Journal of Abnormal and Social Psychology, 62*, 475–481. • Banas, J. A., & Rains, S. A. (2010). A meta-analysis of research on inoculation theory. *Communication Monographs, 77*, 281–311.
Nov. 5th	**Meeting 8** From a problem to theory driven intervention part 1	1. Buunk, A. B., & Van Vugt, M. (2013). *Applying Social Psychology: From Problems to Solutions*. Los Angeles: Sage Publications Lt. (**Chapter 2**, pp. 23-53) 2. Buunk, A. B., & Van Vugt, M. (2013). *Applying Social Psychology: From Problems to Solutions*. Los Angeles: Sage Publications Lt. (**Chapter 3**, pp. 55-76) Suggested supplemental readings: • Fleury, J. & Sidani, S. (2012). Using theory to guide intervention research. In B. Mazurek Melnyk & D. Morrison-Beedy, *Intervention Research Designing, Conducting, Analysing, and Funding* (pp. 11-36): Springer Publishing Company, New York NY. • Michie, S. & Abraham, C. (2004). Intervention to change health behaviours: Evidenced-based or inspired-based? *Psychology and Health, 19*, 29-49.
Nov. 12th	**Meeting 9** From a problem to theory driven intervention part 2	1. Lee, N.R. & Kotler, P. (2011). *Social Marketing: Influencing Behaviors for good.* Los Angeles: Sage Publications Lt. (Chapter 2 pp. 32-54). 2. Russell, C. A., Clapp, J. D., & DeJong, W. (2005). Done 4: Analysis of a Failed Social Norms Marketing Campaign. *Health Communication, 17*, 57-65. 3. Wandersman, A. (2009) Four keys to success (theory, implementation, evaluation, and resource/system support): High hopes and challenges in participation. *American Journal of Community Psychology, 43*, 3–21. Suggested supplemental readings: • Buunk, A. B., & Van Vugt, M. (2013). Applying Social Psychology: From Problems to Solutions. Los Angeles: Sage Publications Lt. (Chapter 1, pp. 1-21) • 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. *American Journal of Community Psychology, 41*, 171–181. • Durlak, J. A. & DuPre, E. P. (2008). Implementation Matters: A Review of Research on the Influence of Implementation

Date	Topics	Readings
		on Program Outcomes and the Factors Affecting Implementation. *American Journal of Community Psychology, 41*, 327-350.
Nov. 19th	**Meeting 10** AS & Government Policies	**Informing Policy** • Dovidio, J. S., & Esses, V. M. (2007). Psychological research and public policy: Bridging the gap. *Social Issues and Policy Review, 1*, 5-14. • IJzerman et al. (2020). Use caution when applying behavioural science to policy. *Nature Human Behavior, 4*, 1092-1094. • Maton, K. I. (2017). *Policy Failures and Defeats, Barriers and Challenges, and Lessons Learned* (Ch. 8; pp. 262-302). In K. I. Maton, Influencing Social Policy: Applied Psychology Serving the Public Interest. Oxford University Press. **Analysing Policy** • Cohen, D. (1996). Law, Social Policy, and Violence: The Impact of Regional Cultures. *Journal of Personality and Social Psychology, 70*, 961-978. Suggested supplemental readings: • Breheny, M. & Stephens, C. (2019). Social policy and social identities for older people. In K. O'Doherty & D. Hodgetts (Eds.). The SAGE Handbook of Applied Social Psychology (pp. 347-365). SAGE Publishing. • Esses, V. M. & Dovidio, J. F. (2011). Social psychology, social issues, and social policy: What have we learned? *Social Issues and Policy Review, 5*, 1-7. • Galinsky et al. (2015). Maximizing the gains and minimizing the pains of diversity: A policy perspective. *Perspectives on Psychological Sciences, 10*, 742-748. • Maton, K. I. (2017). Influencing Social Policy: Applied Psychology Serving the Public Interest. Oxford University Press.
Nov. 26th	**Meeting 11** From policy to addressing problems	**The International Tobacco Control project** 1. Fong, G. T., Cummings, K. M., Borland, R., Hastings, G., Hyland, A., Giovino, G. A., Hammond, D. & Thompson, M. E. (2006). The conceptual framework of the international tobacco control (ITC) policy evaluation project. *Tobacco Control, 15*, iii3–iii11. 2. Borland R, Wilson N, Fong GT, Hammond D, Cummings KM, Yong HH, Hosking W, Hastings G, Thrasher J, & McNeill A (2009). Impact of graphic and text warnings on cigarette packs: Findings from four countries over five years. *Tobacco Control, 18*, 358 –364. **Multiculturalism** 3. Guimond, S., Crisp, R. J., De Oliveira, P., Kamiejski, R.,

Date	Topics	Readings
		Kteily, N., Kuepper, B., Lalonde, R. N., Levin, S., Pratto, F., Tougas, F., Sidanius, J. & Zick, A. (2013). Diversity policy, social dominance, and intergroup relations: Predicting prejudice in changing social and political contexts. *Journal of Personality and Social Psychology, 104*, 941-958.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation in seminar discussions	Varied	20%	1,2,3,4,6
Presentation and discussion facilitation #1	Varied	10%	5,6
Presentation and discussion facilitation #2	Varied	10%	5,6
Thought Paper #1	Oct 3rd	10%	1,2,3,6
Thought Paper #2	Oct. 31st	10%	1,2,4,6
Research proposal	Dec. 5th	40%	1,2,3,4,6

Course Policies

Participation in seminar discussion

Given that this course is a seminar, most of the learning will take place during in-class discussions. The seminar will be a collaborative effort between the students to produce thoughtful analysis and discussion. This course is focused on autonomy building to align with the demands of practitioners. The class will meet once a week to discuss the assigned topics. The readings are organized around a particular topic area and are intended to provide a common knowledge base from which relevant theoretical, methodological, and practical issues can be addressed. Class members are expected to read the assigned material and be prepared to discuss a) the strengths and weaknesses of the research, b) the adequacy of the existing research, c) ideas for future research, and d) confusing points in the readings. Some reminders of important participation skills will be provided during the first meeting.

Presentation and discussion facilitation #1 and #2

Each of you will be responsible for presenting or co-presenting on two of the topics covered. Topic selection will occur during the first class. Your task during your two seminars will be threefold. First, you will prepare discussion questions for the class and distribute these to the class by Tuesday at 9am, ahead of the session you will lead. You

can do this through CourseLink. Second, you will provide a brief (about 2 minutes) summary of the readings, which you will present to the group at the start of the meeting. Third, you will facilitate the class discussion. Please ensure you have a plan for how you will do that. Some reminders of important facilitation skills will be provided during the first meeting. Depending on the number of students enrolled, you may be asked to complete this activity in teams.

Thought papers

The thought papers should draw on the course material, at least in part, as well as other relevant sources to provide an informed answer to the question. The papers are to be a maximum of 1000 words, excluding reference lists and cover pages. These papers should also be double-spaced and adhere to APA style guidelines.

The *topic of the first thought paper* is: "What makes a social psychology theory practical?"

The *topic of the second thought paper* is: "What makes an intervention social psychological?"

Intervention research proposal

Propose the design of a research study to examine an intervention to impact a social problem that affects undergraduate students on a university campus. *[There is some flexibility about the problem; feel free to talk to the instructor if you want to do something else, such as something closer to your graduate work.]*

This is a creative exercise, so you might want to find a problem you are passionate about but that can also be addressed using social psychology.

The intervention must incorporate social psychological theory and research. Be sure to provide, the context for the intervention (e.g., why is it needed; what has already been tried, how is it building on previous work?); the stakeholders and participants (e.g., who will care about this intervention and for whom is it intended); the components of the intervention (e.g., what is involved and why is it included).

You do NOT have to consider the budget, but you must propose a project that would be feasible (e.g., cannot assign all first-year students to a therapist as an intervention). *[If you want to add a budget in the appendix to try, I'll review it and give you feedback, but it won't be part of the grade.]*

If you have a particular community project in mind and would like to work on an actual intervention design with stakeholders, please speak with the instructor.

The proposal document should cover the following content (probably):

1. Introduce the social problem and offer a rationale for its importance, which is ideally supported with some real example facts (e.g., a Stats Canada report of the % of students who binge drink on university campuses in Canada)
2. A rationale using a social psychological perspective to explain the nature of one or more causes of the social problem.
3. A rationale for a creative, parsimonious intervention aimed at addressing the social psychological problem assumed to underlie the social problem for a specific target group.
4. A description of the research design/method of the proposed study
5. A description of the main expected outcomes of the intervention
6. A concise discussion of the scalability of the intervention, including brief sections about implementation, monitoring and evaluation considerations.

The document should be no more than 20 double-spaced pages (excluding the cover page, reference list, an executive summary of 1 page, and the appendix). The executive summary should be no more than 1 page. Materials of the intervention (e.g., sample recruitment poster, sketches, figures, scripts) can be presented in a separate appendix if needed.

Most likely, you will start with a document substantially longer and will need to edit it down. Use critical thinking to carefully select the information necessary to understand the proposed intervention research. The references and citations must follow APA style; the style of the rest of the document is up to you! If I were going to apply for a grant to support this work, what would this look like?

Course Resources

Required Texts:
All of the articles in the schedule of readings can be found at the library. Copies will be made available on Courselink for your convenience whenever possible.

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

Cost of Texts:
There are no costs associated with obtaining the reading materials for this course.

Course Policies

Grading Policies
All evaluations will be graded holistically (i.e., there are no detailed rubrics in which total marks are broken down). A letter grade will be assigned as per the grade schedule specified in the university's graduate calendar.

A+	**Outstanding**. The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.
A- to A	**Very Good to Excellent**. The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
B	**Acceptable to Good**. The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.
C	**Minimally Acceptable**. The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.
F	An inadequate performance.

Please also note that work submitted for grades may be screened electronically for academic misconduct, including breaches of academic integrity and plagiarism. In this course, your instructor will be using Turnitin, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If a word limit is set for an assignment, the grader will stop reading when they get to the limit set for the assignment (e.g., if you submit a 600 words document when the limit 500 words, only the first 500 words will be graded). No assignments will be accepted after the last day of the term. Any disputes/appeals regarding the grading of an assessment must be presented to the instructor within 2 weeks of the grade being returned.

A grade of 0 will be assigned for non-completion of any assignment or examination when scheduled, unless there is an arrangement set as per the university policy regarding academic consideration. Please see the university policy section below for further details with regards to academic consideration.

Past/Future Work
Work done in this class cannot duplicate work you have already submitted for another class (including thesis and independent study courses). You can work on a component of your thesis/dissertation/other upcoming project if it is a good fit for the class assignment, but your submission for this class cannot be material that another faculty member has already given you feedback on. 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.

Policy regarding materials provided by instructor and their designates

The material shared by the course instructor or by their designate (e.g., TA) as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized registered student for the duration of the course and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Course Policy regarding the use of electronic devices and the 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.

University Policy on the Use of AI Techonologies
Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.

Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

Acceptable use of AI should be determined by the course instructor and may vary across disciplines, programs and types of assessments. In setting out course requirements and assessment criteria, the instructor should specify allowable uses of AI, if any, through the course outline and/or the learning management system (e.g., CourseLink). Clarity about the acceptable use of AI is critical for students and instructors. Students are responsible for appropriately referencing how and to what extent they have used AI in assessments in keeping with University and course requirements.

**Please note that the use of AI/LLM is not permitted for PSYC*6920.*

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

Student Feedback Questionnaire
These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March. 28th – April 08th. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.
Student Feedback Questionnaire

Drop date

The last date to drop one-semester courses, without academic penalty, is in the graduate calendar. For regulations and procedures for Dropping Courses, see the Academic Calendar: Current Graduate Calendar.