

PSYC*6640, Course Outline: Fall 2015

General Information

Course Title: Applied Social Psychology and Intervention (AKA: Foundations of Applied Social Psychology)

Course Description:

The overall aim of this course is to review some of the 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 2016

Class Schedule: Thursdays 8:30-11:20

Location: MCKN room 119

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: Tuesdays 1-3

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 a research or 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.

Schedule of Readings	
Week 1: Sep. 10	Historical Roots of Applied Social Psychology
	<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.• Streufert, S. (1987). Applied Social Psychology. <i>Journal of Applied Social Psychology</i>, 17(7), 605-608.
	Issues in Applied Social Psychology
	<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.• Hollander, E.P. (1979). Applied social psychology: problems and prospects. <i>International Review of Applied Psychology</i>, 28, 93-100.• Rozin, P. (2001). Social Psychology and Science: Some Lessons From Solomon Asch. <i>Personality and Social Psychology Review</i>, 5(1), 2-14.
Week 2: Sep. 17	The Use of Social Theory in Applied Social Psychology
	<ul style="list-style-type: none">• 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.• Kruglanski, A.W. (2001). That "vision thing": The state of theory in social and personality psychology at the edge of the new millennium. <i>Journal of Personality and Social Psychology</i>, 80(6), 871-875.• 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)• Webb, T. L., F. Sniehotta, F. F, & Michie, S. (2010). Using theories of behaviour change to inform interventions for addictive behaviours. <i>Addiction</i>, 105, 1879–1892.
Week 3:	Social Thinking: Cognitive Dissonance

Schedule of Readings	
Sep. 24 th	<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. • Beckier, C. B., Smith, L.M., & Ciao, A.C. (2006). Peer-facilitated eating disorder prevention: A randomized effectiveness trial of cognitive dissonance and media advocacy. <i>Journal of Counseling Psychology</i>, 55(4), 550-555.
Week 4:	Social Thinking: Theory of Planned Behaviour
Oct. 1	<ul style="list-style-type: none"> • Terry, D. J., & Hogg, M. A. (1996). Group norms and the attitude-behavior relationship: A role for group identification. <i>Personality and Social Psychology Bulletin</i>, 22(8), 776-793. • Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections. <i>Psychology and Health</i>, 26(9), 1113-1127. • Sainsbury, K., Mullan, B., & Sharp, L. (2015). Predicting intention and behaviour following participation in a theory-based intervention to improve gluten free diet adherence in coeliac disease. <i>Psychology and Health</i>, 30 (9), 1063-1074. • Have a quick look at this website: http://bread-n-butter-gf.com/ • Ogden, J. (2003). Some problems with social cognition models: A pragmatic and conceptual analysis. <i>Health Psychology</i>, 22(4), 424-428
Week 5:	Social Influence: Social Cognitive Theory
Oct. 8 Thought paper due	<ul style="list-style-type: none"> • Bandura, A. (2001). Social cognitive theory: An agentic perspective. <i>Annual Review of Psychology</i>, 52, 1-26. • Bandura, A. (2004). Health promotion by social cognitive means. <i>Health Education & Behavior</i>, 31(2), 143-164. • Steeda, L., Barnard, M., Hurel, S., Jenkins, C., & Newman, S. (2014). How does change occur following a theoretically based self-management intervention for type 2 diabetes? <i>Psychology, Health, and Medicine</i>, 19(5), 536-546. • Jemmott, J., Jemmott, L., O'Leary, A., Ngwane, Z., Icard, L.D., Heeren, G.A., Mtose, X., & Carty, C. (2014). Cluster-randomized controlled trial of an HIV/sexually transmitted infection risk-reduction intervention for South African men. <i>American Journal of Public Health</i>, 104(3), 467-476.
Week 6:	Social Influence: Compliance and Conformity

Schedule of Readings	
Oct. 15	<ul style="list-style-type: none"> • Cialdini, R. B., & Goldstein, N. J. (2004). Social influence, compliance and conformity. <i>Annual Review of Psychology</i>, 55, 591-621. • Blanton, H., Köblitz, A. & McCaul, K. D. (2008). Misperceptions about norm misperceptions: Descriptive, injunctive, and affective 'social norming' efforts to change health behaviors. <i>Social and Personality Psychology Compass</i>, 2/3, 1379–1399. • Cruwys, T., Haslam, S. A., Fox, N. E., & McMahon H. (2015). "That's not what we do": Evidence that normative change is a mechanism of action in group interventions. <i>Behavioral Research and Therapy</i>, 65, 11-17. • 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</i>, 18(5), 429-434.
Week 7: Oct. 22	Social Relationships: Social Identity and Self-Categorization Theories
Thought paper due	<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. • Neighbors, C., Jensen, M., Tidwell, J., Walter, T., Fossos, N., & Lewis M. A. (2011). Social-norms interventions for light and nondrinking students. <i>Group Processes & Intergroup Relations</i>, 14(5) 651–669.
Week 8: Oct. 29	Social Relationships: Gender
	<ul style="list-style-type: none"> • Unger, R.K. (1979). Toward a redefinition of sex and gender. <i>American Psychologist</i>, 34(11), 1085-1094. • Kimball, M.M. (2007). Adding Gender to the Mix: A Commentary on 'Toward a Redefinition of Sex and Gender. <i>Feminism & Psychology</i>, 17(4): 453–458. • Eagly, A.H. (1983). Gender and social influence. A social psychological analysis. <i>American Psychologist</i> 971-981. • Grabe, S. (2010). Promoting gender equality: The role of ideology, power, and control in the link between land ownership and violence in Nicaragua. <i>Analyses of Social Issues and Public Policy</i>, 10(1). 146—170.
Week 9:	Interventions: Planning

Schedule of Readings	
Nov. 5 Thought paper due	<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 2-3, pp. 23-83). McKenzie-Mohr, D. (2000). Fostering sustainable behavior through community-based social marketing. <i>American Psychologist</i>, 55(5), 531-537. Lee, N.R. & Kotler, P. (2011). <i>Social Marketing: Influencing Behaviors for good</i>. Los Angeles: Sage Publications Lt. (Chapter 2, pp. 32-54). 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. Jemmott, L.S., Jemmott J. B., Ngwane, Z., Icard, L, O’Leary, A., Gueits, L., & Brawner, B. (2014). ‘Let Us Protect Our Future’ a culturally congruent evidenced-based HIV/STD risk-reduction intervention for young South African adolescents. <i>Health Education Research</i>, 29(1), 166–181.
Week 10: Nov. 12	<p>Interventions: Testing</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 4, pp. 86-106). 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. DOI: 10.1056/NEJMsa1411131 Glassmana, J.R, Franksa, H.M, Baumlerb, E.R, & Coylea, K.K. (2014). Mediation analysis of an adolescent HIV/STI/pregnancy prevention intervention. <i>Sex Education</i>, 14(5), 497–509. 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.
Week 11: Nov. 19 Thought paper due	<p>Interventions: Implementation</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 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). 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 (67: 3)</i>. <i>Social Science & Medicine</i> 70, 795–799. 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.
Week 12:	Policy Implications

Schedule of Readings	
Nov. 26	<ul style="list-style-type: none"> • Dovidio, J. S., & Esses, V. M. (2008). Psychological research and public policy: Bridging the gap. <i>Social Issues and Policy Review</i>, 1, (1), 5-14. • Maio, G.R., Verplanken, B., Manstead, A.S.R., Stroebe, W., Abraham, C., Sheeran, P., & Conner, M. (2008) Social psychological factors in lifestyle change and their relevance to policy. <i>Social Issues and Policy Review</i>, 1, (1), 99-137. • Esses, V. M. & Dovidio, J. F. (2008). Social psychology, social issues, and social policy: What have we learned? <i>Social Issues and Policy Review</i>, 5(1), 1-7. • Choi, B. C. K., Pang, T., Lin, V., Puska, P., Sherman, G., Goddard, M., Ackland, M.J., Sainsbury, P., Stachenko, S., Morrison, H., & Clottey, C. (2005). Can scientists and policy makers work together? <i>Journal of Epidemiology and Community Health</i>, 59, 632–637. • Pestieau, C. (2003, Dec). Evaluating Policy Research: Research Paper W 22. Ottawa, ON: Canadian Policy Research Networks.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Seminar Presentation #1	Varied	15%	1-4, 7-8
Seminar Presentation #2	Varied	15%	1-4, 7-8
Thought Papers	Oct 8 & 22 Nov. 5 & 19	5% each (20% total)	1-3, 5, 7-8
Final Paper	Dec. 7 th (before noon)	50%	2-3, 5-8

Student Seminar Presentations (30%)

Each of you will be responsible for presenting on two of the topics covered. Topic selection will occur during the first class on September 10th. Your task during your two seminars will be threefold. First, you will provide a brief (10 minutes) summary of the readings. Second, you will prepare discussion questions for the class and distribute these to the class ahead of time. Third, you will guide class discussion.

Thought Papers (20%)

You will write four biweekly thought papers. The papers will be short (no more than two 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 that week and/or the week.

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 two consecutive weeks. The papers 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. The papers can be wide ranging, but they cannot be simple summaries of the readings. 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 starting October 8th. To be clear, papers must be handed in on the following dates: October 8th, October 22th, November 5th, and November 19th

Final Paper (50%)

The paper can take one of three forms:

- 1) Design an intervention that is intended to have an impact on a particular social problem. The intervention must clearly incorporate social psychological theory and research. Be sure to provide, the context for the intervention (i.e., why is it needed; what has already been tried, how is it building on previous work?); the stakeholders and participants (i.e., who will care about this intervention and for whom is it intended); the components of the intervention (i.e., what is involved and why is it included). You should feel free to connect with a real stakeholder group in the community, but this is not necessary.
- 2) Design the evaluation of an existing intervention that is intended to have an impact on a particular social problem. The evaluation must include components that are intended to understand the social psychological processes through which the intervention is having its intended impact. You should feel free to connect with a real stakeholder group in the community that is already using the intervention or is developing the intervention, but this is not necessary.
- 3) Design a research study intended to further the development of an intervention idea. This will be a standard research proposal (i.e., intro, methods, planned analysis), but should have the clear goal of furthering the development of an intervention.

Regardless of the form you choose for your final paper, the development of the theoretical context of your paper is particularly important and will be weighed more heavily than the other components. The paper should be no more than 15 pages double spaced plus references.

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, 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)
- 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](#)

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 6th. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Graduate Calendar](#).