

# PSYC\*6920, Course Outline: Winter 2018

## 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:** Winter 2018

**Class Schedule:** Fridays 8:30-11:20

**Location:** ROZH room 109

**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.

	<b>Schedule of Readings</b>
Jan 12	Historical Roots of Applied Social Psychology
	<ul style="list-style-type: none"><li>• Lewin, K. (1943). Psychology and the process of group living. <i>The Journal of Social Psychology, 17</i>, 113-131.</li><li>• Rosen, S. (1993). From Lewin to the present: As glimpsed from a fast moving train. <i>Contemporary Social Psychology, 17</i> (3), 61-67.</li></ul>
	Issues in Applied Social Psychology
	<ul style="list-style-type: none"><li>• Ross, A.S. (2004). Lessons learned from a lifetime of applied social psychology research. <i>Canadian Psychology, 45</i>(1), 1-8.</li><li>• Cialdini, R. B. (2009). We have to break up. <i>Perspectives on Psychological Science, 4</i> (1), 5-6.</li><li>• Mark, M.M., &amp; Bryant, F.B. (1984). Potential pitfalls of a more applied social psychology: Review and recommendations. <i>Basic and Applied Social Psychology, 5</i>, 231-253.</li></ul>
Jan 19	The Use of Social Theory in Applied Social Psychology
	<ul style="list-style-type: none"><li>• 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.</li><li>• Buunk, A. B., &amp; Van Vugt, M. (2013). <i>Applying Social Psychology: From Problems to Solutions</i>. Los Angeles: Sage Publications Lt. (Chapter 1, pp. 1-21)</li><li>• Webb, T. L., F. Sniehotta, F. F., &amp; Michie, S. (2010). Using theories of behaviour change to inform interventions for addictive behaviours. <i>Addiction, 105</i>, 1879–1892.</li></ul>
Jan 26	Social Thinking: Cognitive Dissonance
	<ul style="list-style-type: none"><li>• Festinger, L., &amp; Carlsmith, J.M. (1959). Cognitive consequences of forced compliance. <i>Journal of Abnormal and Social Psychology, 58</i>, 203-210.</li><li>• Nail, P. &amp; 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 &amp; Sons Ltd.</li><li>• Gringart, E., Helmes, E., &amp; Speelman, C. (2008). Harnessing cognitive dissonance to promote positive attitudes toward older workers in Australia. <i>Journal of Applied Social Psychology, 38</i>(3), 751-778.</li></ul> <p>Stephens, K. A., &amp; George, W. H. (2009). Rape prevention with college men: Evaluating risk Status. <i>Journal of Interpersonal Violence, 24</i>(6), 996–1013.</p>

	Schedule of Readings
Feb 2  Thought paper due	Social Thinking: Theory of Planned Behaviour
	<ul style="list-style-type: none"> <li>• Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50(2), 179-211.</li> <li>• Ajzen, I. (2011). The theory of planned behavior: Reactions and reflections. <i>Psychology and Health</i>, 26(9), 1113-1127.</li> <li>• White, M., Terry, D., Troup, C., Rempel, L., Norman, P., Mummery, K., Riley, M., Posner, N., and Kenardy, J. (2012). An Extended Theory of Planned Behavior Intervention for Older Adults With Type 2 Diabetes and Cardiovascular Disease. <i>Journal of Aging and Physical Activity</i>, 20, 281-299.</li> <li>• Ogden, J. (2003). Some problems with social cognition models: A pragmatic and conceptual analysis. <i>Health Psychology</i>, 22(4), 424-428</li> </ul>
Feb 9	Social Thinking: Social Cognitive Theory and Stages of Change (Transtheoretical Model)
	<ul style="list-style-type: none"> <li>• Bandura, A. (2004). Health promotion by social cognitive means. <i>Health Education &amp; Behavior</i>, 31(2), 143-164.</li> <li>• Prochaska, J. O., &amp; DiClemente, C. C. (1983). Stages and Processes of Self-Change of Smoking: Toward An Integrative Model of Change. <i>Journal of Consulting and Clinical Psychology</i>, 51(3), 390-395.</li> <li>• Graves, K. D. (2003). Social Cognitive Theory and Cancer Patients' Quality of Life: A Meta-Analysis of Psychosocial Intervention Components. <i>Health Psychology</i>, 22(2), 210-219.</li> <li>• Hatchett, A., Hallam, J. S., &amp; 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</i> 22, 829-836.</li> <li>• Potter, S. J. (2012). Using a Multimedia Social Marketing Campaign to Increase Active Bystanders on the College Campus. <i>Journal of American College Health</i>, 60(4), 282-295.</li> </ul>
Feb 16	Social Influence and Norms: Compliance and Conformity

	Schedule of Readings
Thought paper due	<ul style="list-style-type: none"> <li>• Cialdini, R. B., &amp; Goldstein, N. J. (2004). Social influence, compliance and conformity. <i>Annual Review of Psychology</i>, 55, 591-621.</li> <li>• Nolan, J. M., Schultz, P. W., Cialdini, R. B., Goldstein, N. J., &amp; Griskevicius, V. (2008). Normative Social Influence is Underdetected. <i>Personality and Social Psychology Bulletin</i>, 34, 913.</li> <li>• 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.</li> <li>• Kilmartin, C., Smith, T., Green, A., Heinzen, H., Kuchler, M., &amp; Kolar, D. (2008). A real time social norms intervention to reduce male sexism. <i>Sex Roles</i>, 59(3–4), 264–273.</li> <li>• Heise, L. L. (2011). What works to prevent partner violence? An evidence overview. London. (Chapter 2, 12-29). <a href="#">Available on-line</a></li> <li>• Schultz, P. W., Nolan, J. M., Cialdini, R. B., Noah J. Goldstein, N. J., &amp; Griskevicius, V. (2007). The Constructive, Destructive, and Reconstructive Power of Social Norms. <i>Psychological Science</i>, 18(5), 429-434.</li> </ul>
Feb 23	No Class (Reading Week)
Mar 2	Social Influence and Norms: Social Identity and Self-Categorization Theories
	<ul style="list-style-type: none"> <li>• Hogg, M. A., Reid, S. A. (2006). Social Identity, self-categorization, and the communication of group norms. <i>Communication Theory</i> 16, 7–30.</li> <li>• Haslam, S. A., Jetten, J., Postmes, T., &amp; 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.</li> <li>• Neighbors, C., Jensen, M., Tidwell, J., Walter, T., Fossos, N., &amp; Lewis M. A. (2011). Social-norms interventions for light and nondrinking students. <i>Group Processes &amp; Intergroup Relations</i>, 14(5) 651–669.</li> <li>• Geoffrey L. Cohen, G. L., Garcia, J., &amp; Master, A. (2006). Reducing the Racial Achievement Gap: A Social-Psychological Intervention. <i>Science</i>, 313, 1307-1310.</li> </ul>
Mar 9	Interventions: Planning
Thought paper due	<ul style="list-style-type: none"> <li>• Buunk, A. B., &amp; Van Vugt, M. (2013). <i>Applying Social Psychology: From Problems to Solutions</i>. Los Angeles: Sage Publications Lt. (Chapter 2-3, pp. 23-83).</li> <li>• Lee, N.R. &amp; Kotler, P. (2011). <i>Social Marketing: Influencing Behaviors for good</i>. Los Angeles: Sage Publications Lt. (Chapter 2, pp. 32-54).</li> <li>• O’Campo, P., Kirst, M., Tsamis, C., Chambers, C., &amp; Ahmad, F. (2011). Implementing successful intimate partner violence screening programs in health care settings: Evidence generated from a realist-informed systematic review. <i>Social Science and Medicine</i>, 72(6), 855–866.</li> <li>• Wolfers, M. de Zwart, O. &amp; 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.</li> <li>• Jemmott, L.S., Jemmott J. B., Ngwane, Z., Icard, L, O’Leary, A., Gueits, L., &amp; 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.</li> </ul>

<b>Schedule of Readings</b>	
Mar 16	Interventions: Testing
	<ul style="list-style-type: none"> <li>• Buunk, A. B., &amp; Van Vugt, M. (2013). <i>Applying Social Psychology: From Problems to Solutions</i>. Los Angeles: Sage Publications Lt. (Chapter 4, pp. 86-106).</li> <li>• Russell, C. A., Clapp, J. D., &amp; DeJong, W. (2005). Done 4: Analysis of a Failed Social Norms Marketing Campaign. <i>Health Communication</i>, 17(1), 57–65.</li> <li>• 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.</li> <li>• Katz, J., &amp; Moore, J. (2013). Bystander Education Training for Campus Sexual Assault Prevention: An Initial Meta-Analysis. <i>Violence and Victims</i>, 28(6), 1054–1067.</li> <li>• Morisky, D.J., Stein, J. A., Chiao, C., Ksobiech, K. &amp; 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.</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>
Mar 23	Interventions: Implementation
Thought paper due	<ul style="list-style-type: none"> <li>• Buunk, A. B., &amp; Van Vugt, M. (2013). <i>Applying Social Psychology: From Problems to Solutions</i>. Los Angeles: Sage Publications Lt. (Chapter 5, pp.107-137).</li> <li>• Lee, N.R. &amp; Kotler, P. (2011). <i>Social Marketing: Influencing Behaviors for good</i>. Los Angeles: Sage Publications Lt. (Chapter 15 &amp; 17, pp. 388-410 and 432-457).</li> <li>• Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L., Blackman, M., Dunvillen, R., &amp; 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.</li> </ul>
Mar 30	No Class (Good Friday)
Apr 6	Policy Implications

<b>Schedule of Readings</b>	
	<ul style="list-style-type: none"> <li>• Dovidio, J. S., &amp; Esses, V. M. (2008). Psychological research and public policy: Bridging the gap. <i>Social Issues and Policy Review</i>, 1, (1), 5-14.</li> <li>• Esses, V. M. &amp; 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.</li> <li>• Choi, B. C. K., Pang, T., Lin, V., Puska, P., Sherman, G., Goddard, M., Ackland, M.J., Sainsbury, P., Stachenko, S., Morrison, H., &amp; Clottey, C. (2005). Can scientists and policy makers work together? <i>Journal of Epidemiology and Community Health</i>, 59, 632–637.</li> <li>• Bell, K., Salmon, A., Bowers, M., Bell, J., &amp; McCullough, L. (2010). Smoking, stigma and tobacco ‘denormalization’: Further reflections on the use of stigma as a public health tool. A commentary on Social Science &amp; Medicine’s Stigma, Prejudice, Discrimination and Health Special Issue (67: 3). <i>Social Science &amp; Medicine</i> 70, 795–799.</li> <li>• Pestieau, C. (2003, Dec). Evaluating Policy Research: Research Paper W 22. Ottawa, ON: Canadian Policy Research Networks.</li> </ul>

### **Course Assignments and Tests:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Seminar Presentation #1	Varied	15%	1-4, 7-8
Seminar Presentation #2	Varied	15%	1-4, 7-8
Thought Papers	Feb 2 & 16 Mar 9 & 23	5% each (20% total)	1-3, 5, 7-8
Final Paper	Apr.13 <sup>th</sup> (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 January 12th. 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 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 before. 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 February 2<sup>nd</sup>. To be clear, papers must be handed in on the following dates: February 2<sup>nd</sup>, February 16<sup>th</sup>, March 9<sup>th</sup>, and March 23<sup>rd</sup>.

## **Final Paper (50%)**

The paper can take one of two 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.

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 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)
- 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](mailto: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 March 9<sup>th</sup>. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Graduate Calendar](#).