

# Course Schedule

Important: ALL TIMES EASTERN - Please see the [University Policies](#) section of your Course Outline for details

Week and Content Module	Readings	Activities and Assignments	Due Date	Weight (%)
		<a href="#">Weekly Icebreaker</a> Discussion (three short ones worth 0.5% total)	Sunday, January 9, 2022 at 11:55 PM	0.5% (3% total)
<a href="#">Week 1: Course Overview</a>	<ul style="list-style-type: none"> <li>Wising up</li> <li>The new science of wise psychological interventions</li> </ul>	Up to 2 <a href="#">What I Learned From the Readings</a> reports (complete for any 14 out of the 19 readings)	Sunday, January 9, 2022 at 11:55 PM	1% each (14% total)
		Start signing up for SONA studies		2% total
		<a href="#">Weekly Icebreaker</a> Discussion	Sunday, January 16, 2022 at 11:55 PM	0.5% (3% total)
<a href="#">Week 2: Overview — Social Problems</a>	<ul style="list-style-type: none"> <li>Weight loss is not the answer: A well-being solution to the “obesity problem”</li> <li>Social relationships and health</li> <li>Stereotype threat</li> </ul>	Up to 3 <a href="#">What I Learned From the Readings</a> reports (complete for any 14 out of the 19 readings)	Sunday, January 16, 2022 at 11:55 PM	1% each (14% total)
		Start thinking about social problems that might be appropriate for your independent projects — the <a href="#">Presentation</a> and <a href="#">Major Paper</a>		Ungraded
		<a href="#">Weekly Icebreaker</a> Discussion	Sunday, January 23, 2022 at 11:55 PM	0.5% (3% total)
<a href="#">Week 3: Psychological Interventions — The Basics</a>	<ul style="list-style-type: none"> <li>Who gets to graduate?</li> <li>The psychology of change: Self-affirmation and social psychological intervention</li> <li>A cognitive approach to child abuse prevention</li> </ul>	Up to 3 <a href="#">What I Learned From the Readings</a> reports (complete for any 14 out of the 19 readings)	Sunday, January 23, 2022 at 11:55 PM	1% each (14% total)
		Do some general reading about your chosen social problem for your <a href="#">Presentation</a> and <a href="#">Major Paper</a>		Ungraded
		<a href="#">Weekly Icebreaker</a> Discussion	Sunday, January 30, 2022 at 11:55 PM	0.5% (3% total)
		Up to 3 <a href="#">What I Learned From the Readings</a> reports (complete for any 14 out of the 19 readings)	Sunday, January 30, 2022 at 11:55 PM	1% each (14% total)
	<ul style="list-style-type: none"> <li>The constructive, destructive, and reconstructive power of social norms</li> </ul>	<a href="#">Narrow Down Your Social Problem Topic</a> to something		

**Week 4:**  
**Psychological**  
**Interventions —**  
**Broadening our**  
**Understanding**

- Recursive processes in self-affirmation: Intervening to close the minority achievement gap.   
 you can study in-depth and talk about in-depth in your [Presentation](#) and [Major Paper](#)   
 Early in the week   
 Ungraded
- Mindsets that promote resilience: When students believe that personal characteristics can be developed   
 Sign up for a [Virtual Meeting With your Instructor \(Presentation\)](#)   
 Sign up form available Monday, January 24, 2022   
 Ungraded
- Do in-depth reading about your chosen social problem for your [Presentation](#) and [Major Paper](#)   
 Ungraded
- Don't forget to be doing SONA studies!   
 2% total

**Week 5:**  
**Innovative**  
**Psychological**  
**Interventions**

- The role of the self in physical health: Testing the effect of a values-affirmation intervention on weight loss   
 [Weekly Icebreaker](#)   
 Up to 4 [What I Learned From the Readings](#) reports (complete for any 14 out of the 19 readings)   
 Sunday, February 6, 2022 at 11:55 PM   
 0.5% (3% total)
- Increasing portion sizes of fruits and vegetables in an elementary school lunch program can increase fruit and vegetable consumption   
 Review the "How to Prepare for the Conversation" section in [Virtual Meeting With your Instructor \(Presentation\)](#)   
 Before the date of your meeting   
 Ungraded
- Teaching a lay theory before college narrows achievement gaps at scale   
 Virtual Meeting with your Instructor at previously scheduled time   
 Date of Your Meeting - I'm really looking forward to chatting with you to support your learning in the course!   
 Ungraded
- Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda   
 Continue to research your chosen social problem for your [Presentation](#) and [Major Paper](#)   
 Ungraded

**Week 6:**  
**Misconceptions,**  
**Controversies, and**  
**Research Methods**

- The high cost of not doing experiments   
 [Weekly Icebreaker](#)   
 Discussion   
 Sunday, February 13, 2022 at 11:55 PM   
 0.5% (3% total)
- The perils of "Growth Mindset" education: Why we're trying to fix our kids when we should be fixing the system   
 Up to 4 [What I Learned From the Readings](#) reports (complete for any 14 out of the 19 readings)   
 Sunday, February 13, 2022 at 11:55 PM   
 1% each (14% total)
- Stop trying to save the world   
 Continue to research your chosen social problem for your [Presentation](#) and [Major Paper](#)   
 Ungraded
- Social-psychological interventions in   
 Do the activity "How to Do Good Presentations" in   
 Ungraded

education: They're not  
magic

[Week 7](#)

**[Week 7:  
Independent Work  
on Presentations](#)**

Finish the activity "How to Do Good Presentations"  
Submit [Presentation Draft](#)  
for Peer Review

Before finishing  
presentation draft  
Friday, February 18, 2022  
at 11:55 PM

Ungraded  
6%

**Reading Week (Saturday, February 19, 2022 to Sunday, February 27, 2022)**

**[Week 8: Peer  
Reviewing  
Presentations](#)**

Review "Tips for Peer-  
Reviewing Your  
Presentations"

Before you do peer reviews Ungraded

Submit [Peer Reviews of  
Presentations](#)

Sunday, March 6, 2022 at  
11:55 PM 3% each  
(9%  
total)

Incorporate peer feedback  
and finish presentations

Ungraded

**[Week 9:  
Independent Work  
on Presentations  
and Papers](#)**

Submit Final [Presentation](#)

Friday, March 11, 2022 at  
11:55 PM 27%

Sign up for a [Virtual  
Meeting With Your  
Instructor \(Major Paper\)](#)

Sign up sheet is available  
starting March 10 Ungraded

Review the "How to Prepare  
for the Conversation" section  
in [Virtual Meeting With  
Your Instructor \(Major  
Paper\)](#)

Before the date of your  
meeting Ungraded

**[Week 10:  
Independent Work  
on Papers](#)**

Meeting with your Instructor  
at previously scheduled time

Date of Your Meeting - It  
will be great to talk to you  
again! Ungraded

Do the activity "An  
Exploration of How to Write  
Well"

Ungraded  
2% total

**[Week 11:  
Independent Work  
on Papers](#)**

Submit [Major Paper Draft](#)  
for Peer Review

Sunday, March 27, 2022 at  
11:55 PM 5%

Submit [Peer Reviews of  
Major Paper Drafts](#)

Sunday, April 3, 2022 at  
11:55 PM 3% each  
(6%  
total)

Last chance to do SONA  
studies or hand in article  
reviews instead

2% total

**Exam Period:  
Complete Major  
Papers**

Incorporate peer feedback  
and work on final papers

Ungraded

Submit Final [Major Paper](#)

Monday, April 11, 2022 at  
11:55 PM 28%

**There is no final examination for this course**



# Contact Information

## Announcements

Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed.

You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

## Discussions

A [General Discussion](#) topic\* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

## Contact Us

### Who and Why

### Contact Details

**Post your course-related questions** to the [Ask the Instructor](#) discussion topic\*. This allows other students to benefit from your question as well.

**Questions of a personal nature** can be directed to your instructor or your TA.

### Instructor and TA

- Course-related questions (e.g., course content, deadlines, assignments, etc.)
- Questions of a personal nature

Instructor: Christine Logel

[clogel@uwaterloo.ca](mailto:clogel@uwaterloo.ca)

Office hours available by request.

TAs: Chris Lok [cblok@uwaterloo.ca](mailto:cblok@uwaterloo.ca)

Linda Sosa Hernandez [l3sosahe@uwaterloo.ca](mailto:l3sosahe@uwaterloo.ca)

Your instructor checks email and the [Ask the Instructor](#) discussion topic\* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.

[learnhelp@uwaterloo.ca](mailto:learnhelp@uwaterloo.ca)

### Technical Support, Centre for Extended Learning

- Technical problems with Waterloo LEARN

Include your full name, WatIAM user ID, student number, and course name and number.

Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

[IST Knowledge Base: For Students](#)

[Student Resources](#)

### Learner Support Services, Centre for Extended Learning

[extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca)

- General inquiries
  - Examination information
- Include your full name, WatIAM user ID, student number, and course name and number.

\*Discussions can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

# Course Description and Learning Outcomes

## Description

This course is designed to help you develop an in-depth understanding of social psychological interventions. You will learn about psychological theory and research as it relates to understanding the types of social problems that social psychological interventions can help address. You will hone your writing and presentation skills preparing and delivering a presentation and paper. And, you will build your understanding of the most rigorous research methods, which can be used for research experiments or program evaluation. In doing so, this course will cover topics related to educational psychology, health psychology, prejudice and discrimination, as well as one topic that you select to learn about in-depth for your project.

## Learning Outcomes

By the end of the course, you should be able to:

1. Describe key psychological theories and findings related to social psychological interventions, and distinguish between social psychological interventions and non-social psychological interventions
2. Organize your thoughts to identify take-home messages from a piece of writing
3. Explain the benefits and drawbacks of testing interventions experimentally before implementing them
4. Describe examples of different kinds of interventions in the literature along with how they are thought to work and what unanswered questions remain
5. Describe the limits of what social psychological interventions can accomplish and what are common moderators of their effects
6. List, and clarify, some misconceptions about social psychological interventions
7. Explain how social psychological factors can affect students' academic performance and academic experience, people's eating and weight-related behaviours, and well-being more broadly
8. Search for, read, understand, explain, and apply findings from empirical journal articles
9. Learn how to provide peer feedback to strengthen others' presentations and papers, along with the benefits of doing so for your own online presentations and writing
10. Show strong writing and skills designing online presentations

*This online course was developed by Christine Logel, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.*





# About the Course Author

## Dr. Christine Logel

Christine Logel



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### **Educational Background**

Dr. Logel has enduring ties to University of Waterloo. She completed her BA in Psychology and Applied Studies Co-op — a program which has now evolved into Arts and Business Co-op — and then did her PhD in Social Psychology at Waterloo as well, under the supervision of Dr. Steven J. Spencer. After a SSHRC-funded postdoctoral fellowship at University of Colorado Boulder and Stanford University, she returned to Waterloo for a CIHR-funded postdoctoral fellowship in Chronic Disease Prevention. She was hired as an Assistant Professor at Renison in 2011 and promoted to Associate Professor of Social Development Studies in 2016.

### **Current Research**

Dr. Logel studies social psychological processes that contribute to social problems and negatively impact individual well-being. One particular focus has been the effects on people when they are judged in light of negative group stereotypes. Currently, she focuses on developing and rigorously testing brief, targeted social psychological interventions that guide people to face challenges with the most adaptive mindset — one that allows them to tap into the resources available to them, both in their environment and inside themselves.

### **Teaching Background**

Dr. Logel has taught Introductory Psychology, Social Cognition, Personality Psychology, Social Psychology, and Honours Seminars on Race and Gender Equality and on Psychological Interventions. She applies what she learns in her research, focusing on guiding students on how to equip themselves with the skills and resources that can help them flourish in their education and beyond.

## Outside of Work

Dr. Logel is a big fan of trampolines, autumn leaves, roller coasters, the Social Development Studies program, and following current events. Where appropriate, she tells people about her invisible disability — a chronic illness — so others know they are not alone.

# Materials and Resources

## Textbook

There are no required textbooks for this course.

Readings are located in the Week pages. A full list of readings is located on the [What I Learned from the Readings](#) page.

## Other Required Materials

1. Microsoft Powerpoint
2. Audio-recording capability
3. Or some other way of recording a presentation that includes audio (e.g. zoom, loom)

## Resources

- Your instructor and TA are resources for you this term. You have all made it through your education to the point that you are taking an honours seminar. That means you are absolutely capable of learning a lot about psychological interventions, teaching each other (and us) about your chosen social problem and intervention, and generally meeting your goals for this course. We want to hear from you. You don't have to just reach out with questions - you can contact us to talk about anything - how to succeed in other classes, how to balance your workload, what your plans are for the rest of the year. We can't guarantee we will always have answers, but we will listen and connect you to any other resources we can to support you in this course and your broader life.
- Library services for [Co-op students on work term and students taking online courses](#)

# Grade Breakdown

The following table represents the grade breakdown of this course. \*This is a slight change from previous offerings of this course, so if you see anywhere on the Learn site that has a different breakdown, sorry for that error. THIS is the correct grade breakdown.\*

<b>Activities and Assignments</b>	<b>Weight (%)</b>
Weekly Icebreakers (all six weeks of icebreakers are included in grade)	3%
What I Learned From the Readings (there are 19 readings, 14 are included in your grade. If you do more than 14, the first 14 will be marked. Each is worth 1%)	14%
Presentation Draft	6%
Peer Reviews of Presentations (you complete peer reviews on 3 of your peers' presentation drafts. Each is worth 3%)	9%
Presentation	27%
Major Paper Draft	5%
Peer Reviews of Major Paper Drafts (you complete peer reviews on 2 of your peers' papers. Each is worth 3%)	6%
Final Paper	28%
SONA Online Participation in Psychology Studies (2 full SONA credits is worth 2% of your grade)	2%

## Official Grades

Official Grades and Academic Standings are available through [Quest](#).

# Course Policies

**\*where these differ from UW policies, these policies are the ones we will use\***

## Course Policies

### A Note About Recent Events

For almost two years, life impacted significantly by the covid pandemic and the ripple effects. We know some students are facing financial strain, unpredictable childcare situations, worry about loved ones, strained mental health, and many other impacts. This course has been adapted from previous versions to give more flexibility.

If you are facing struggles from covid or anything else that might impact your learning and ability to keep up with the course schedule, please contact your instructor right now. Where possible, we will plan ahead. At the very least, we will know ahead of time so we can adapt as the term goes on.

### Questions About the Material

If you have questions at any time, don't hesitate to email the instructor. We will make efforts to check email daily and reply within 24 hours if at all possible.

### Caregiver Responsibilities Policy

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If your caregiving responsibilities are interfering with your ability to engage in remote learning, (or your remote learning is interfering with your caregiving responsibilities) please contact the instructor. There may be some instances of flexibility we can offer to support your learning.

### School-Life Conflict

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me so that we can work together to form a plan for your academic success.

## Department Policies

### Financial Strain

Students who are registered at Renison, or who are SDS majors, have access to apply to both UW scholarships and bursaries and Renison scholarships and bursaries, as well as the student urgent needs bursary. Google "Renison Scholarships and Bursaries" for more information, or contact your academic adviser about the student urgent needs bursary.

### A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email ([info@credenceandco.com](mailto:info@credenceandco.com)) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

# University Policies

## Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

## Accommodation Due to Illness

**If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions.** Otherwise:

### Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

**Email** a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

### Missed Final Examinations

Your faculty determines academic accommodation; therefore we advise you to speak with your professor if you anticipate being unable to fulfill academic requirements due to illness or other extenuating circumstances.

Further information about Examination [Accommodations](#) is available in the Undergraduate Calendar.

## Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

## Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in

learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

## Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](#), (other than a petition) or [Policy 71 - Student Discipline](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

## Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

## Final Grades

In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

## AccessAbility Services

[AccessAbility Services](#), located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

## Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn’s Accessibility Standards Compliance](#).

## Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

## Copyright Information

### UWaterloo’s Web Pages

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## **Other Sources**

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or [extendedlearning@uwaterloo.ca](mailto:extendedlearning@uwaterloo.ca).