

Psychological Interventions Winter 2024

PSYCH 444R

Published Jan 08, 2024

Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
PSYCH 444R 081 [SEM]			ONLN - Online	C. Logel clogel@uwaterloo.ca ...

schedule data automatically refreshed daily

Instructor & TA (Teaching Assistant) Information

Use the LEARN Course Discussions forum to communicate with your instructor and classmates. Discussion topics can be accessed in LEARN by clicking **Connect** and then **Discussions** on the course navigation bar.

For questions of a personal nature, please email your instructor or your TA:

Instructor: Christine Logel

clogel@uwaterloo.ca (<mailto:clogel@uwaterloo.ca>)

Office hours available by request.

Course Description

Calendar Description for PSYCH 444R:

This course reviews research showing how brief, non-invasive, low-cost, social psychological treatments can have small but significant benefits months and years later. Topics include school-based interventions, health interventions, psychological well-being interventions, prejudice-reduction interventions, when and why interventions can fail, and the theories behind how interventions work.

Prereq: PSYCH 253/253R; SDS/ISS 250R or PSYCH 292; SDS/ISS 251R or PSYCH 291; Level at least 3A. Antireq: PSYCH 449R prior to winter 2016; PSYCH 450R taught winter 2012

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 this course students should be able to:

Describe key psychological theories and findings related to social psychological interventions, and distinguish between social psychological interventions and non-social psychological interventions
Organize your thoughts to identify take-home messages from a piece of writing
Explain the benefits and drawbacks of testing interventions experimentally before implementing them
Describe examples of different kinds of interventions in the literature along with how they are thought to work and what unanswered questions remain
Describe the limits of what social psychological interventions can accomplish and what are common moderators of their effects
List, and clarify, some misconceptions about social psychological interventions
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
Search for, read, understand, explain, and apply findings from empirical journal articles
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
Show strong writing and skills designing online presentations

Tentative Course Schedule

Please see the Course Schedule in LEARN for complete details.

Texts / Materials

Title / Name	Notes / Comments	Required
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.	No

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.

Student Assessment

Component	Value
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%

Assignment Screening

No assignment screening will be used in this course.

Administrative Policy

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) 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.

Territorial Acknowledgement

The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes

place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous) (<https://uwaterloo.ca/indigenous>).

University Policy

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. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] 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](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>). For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>).

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/accessability-services/) (<https://uwaterloo.ca/accessability-services/>), located in Needles Hall, Room 1401, 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 accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.