Faculty of Health
Department of Psychology
HH/PSYC 4020 6.0 Section B
SEMINAR IN SOCIAL PSYCHOLOGY
Fall/Winter, 2016-17

Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2120 3.00 (Social Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

TIME:	Tuesdays: 8:30-11:30am
ROOM:	DB 1005 (Formally TEL Building)
COURSE DIRECTOR:	Gerry Goldberg, Ph.D., C. Psych.
OFFICE HOURS:	before and after class as needed
OFFICE:	277 BSB
E-MAIL:	gegold@yorku.ca
SECRETARY:	Zehra Bandhu
OFFICE:	284 BSB
EMAIL:	zehra@yorku.ca
PHONE:	416 736 2100 Ext. 66232

Course website: Moodle. *Check Moodle regularly for updates, lecture outlines, and resource materials!*

Overview and Learning Outcomes

The first part of the course focuses on applying social psychological concepts to social/communications issues related to health (e.g. influencing health related behaviors, risk communications, disasters and communications). The second part focuses on applying concepts of social psychology to a variety of topics determined by student interests. Last part of the course, will involve students working in teams to develop a "useful" website. Each team will establish the usefulness of these websites using social psychological research and literature. Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in social psychology.
2. Critically evaluate, synthesize and resolve conflicting results in social psychology.
3. Articulate trends in social psychology.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Required reading:

There are no required readings in this course. However, there are materials on the Moodle site and on short-term reserve in the Scott Library to assist students with the projects.

Evaluation: See last page of outline re: CRITERIA FOR EVALUATION

20%   Class participation including attendance and participation in class discussions
15%   Project 1
30%   Project 2   (Begin Project 2 before completing Project 1)
35%   Project 3 (individual presentations/papers=15. Final Team Project (paper and website=25)

Tentative Schedule:

1.	Sep 13	Introduction and Overview
2.	Sep 20	Health Communication, Myths and Fallacies Deadline for sign up for Project 1(Articles are on a first come basis)
3.	Sep 27	**Media Bias/Cultural Bias**
4.	Oct 4	Student presentations: Project 1 Project 1: All PAPERS DUE AT BEGINNING OF CLASS Deadline for sign up for Project 2 (Topics are on a first come basis.)
5.	Oct 11	Student presentations: Project 1
6.	Oct 18	Student presentations: Project 1 Project 2: Annotated bibliography DUE AT BEGINNING OF CLASS.
7.	Oct 25	Project 2 workshop. Each student provides a 5 minute presentation on their topic. The class is to provide input.
8.	Nov 1	Project 2 workshop. Each student provides a 5 minute presentation on their topic. *The class is to provide input.*
9.	Nov 8	Student Presentations: Project 2
10.	Nov 15	Student Presentations: Project 2
11.	Nov 22	Student Presentations: Project 2
12.	Nov 29	Student Presentations: Project 2 Project 2: PAPERS DUE AT THE BEGINNING OF CLASS.
	Dec 6	Fall Study Day--No Classes

WINTER BREAK

1.	Jan 10	Formation and first meeting of teams for Project 3. Teams discus focus of Project.
2.	Jan 17	Lecture on Influence and social marketing
3.	Jan 24	Discuss the types of materials they examined to support "**need" for chosen project**.
4.	Jan 31	Progress reports / Discussion / Team meeting
5.	Feb 7	Progress reports / Discussion / Team meeting (Dave Wright)-Challenge and Response
6.	Feb 14	Progress reports / Discussion / Team meeting
	Feb 20	Reading week: No class
7.	Feb 28	Progress reports / Discussion / Team meeting
8.	Mar 7	Progress reports / Discussion / Team meeting
9.	Mar 14	Progress reports / Discussion / Team meeting
10.	Mar 21	Progress reports / Discussion / Team meeting
11.	Mar 23	Progress reports / Discussion / Team meeting
12.	Apr 4	Progress reports / Discussion

PROJECT 1: A Social Psychological Critique of Health News Article

Topic Selection and Order of Presentation

Students are to select and submit a topic to me by Sept. 20th. **Email the _name and date_ of the article**. Failure to do this will detract from your class participation mark. **All students should be prepared to present October 1**. The order of presentations will be determined by random selection at the second class and posted online. Remember not all students will remain in the course and some students may be absent for their presentation and **you may be required to present earlier than expected. The penalty for missing a presentation is ½ the value of presentation per week.**

The goal of this project is for students to demonstrate the ability to:
> (1) find and use **current** and appropriate **peer reviewed research** related to a popular news report;
> (2) provide an oral presentation using **social psychological concepts** to critique a health psychology news article in a manner that stimulates interest and discussion; and,
> (3) provide a written summary of observations in **APA style.** (URLs for following APA style are provided towards then end of this outline.

Media news reports regularly present health psychology research to an interested public. Is this a good way of learning about health psychology or does it do harm? Somewhat older newspaper articles related to health psychology are provided. Generally, these articles are from "more respectable" popular media but do they do a good job of informing the public or are they misleading and maybe even harmful? Students choose an article that cites a health psychology research study and compare it to the original study that was cited and other related studies. To assist you in a social psychological critique of this news article, materials are provided on the Moodle site that may be useful but it is expected that students will seek out other social psychological concepts as well. **Remember your grade will depend upon using such social psychology concepts to critique the article.**

Oral Presentation (5%)

Select a newspaper article for a class presentation and critically evaluate it from a social psychological perspective by:
- briefly reviewing the newspaper article or the part of it you will focus on;
- retrieving the original study paper and other related studies in peer-reviewed journals;
- comparing the newspaper article to the original and/or similar related study(s) from peer-reviewed journals you have found;
- providing a **social psychological** review of the news article.(Also, consider questions such as: Is the news report biased? sensationalist? misleading? harmful? Does it leave out important points and qualifiers, etc.?)
- supporting your opinions with research and theory from the social psychological literature (clearly reference, APA style, in the written paper); and
- engaging the class with an oral presentation - not merely a written presentation that is read.

You may have written notes but do not to overwhelm with information. A component of your grade will be based on your ability to stimulate curiosity and class discussion. Presentations will be no longer than 15 minutes including at least 5 minutes for class discussion. Note: time will vary depending upon the class size. Presenters should be prepared to pose discussion questions to the class to stimulate discussion during and/or following their presentation.

Written Paper (10%)

Students will submit in APA style a three page (typed double spaced) paper plus reference section. This is a formal presentation of the information offered in the oral.

PROJECT 2: Problem solving Project

The Problem Solving Project consists of a brief informal presentation, an annotated bibliography, a formal presentation and final paper. (*You may find that Project 2 will provide you with insights as to what you might wish to do for Project 3.*)

Topic Selection and Order of Presentation
Students are to select and submit a topic to me by way of an email by October 1. This should be a title or short sentence. Failure to do this on time will detract from your class participation mark. The order of presentations will be the same as for the first project and will be posted. Remember some students may be absent for their presentation and **you may be required to present earlier than expected. The penalty for missing a presentation is ½ the value of the presentation per week.**

Begin the project early and before you have completed Project 1. Materials are on reserve in the Scott Library under this course. These are mostly textbooks that look at areas of applied social psychology (see end of the course outline). Most have multiple chapters devoted to topics in which social psychological concepts and research has been used to achieve various goals. The most recent of these texts is from 2005.

Select a social psychological related problem and use up-to-date scientific literature and guidance from experts in the field to develop a comprehensive plan to reduce or eliminate the problem. It is an opportunity for you to familiarize yourself with an issue in a career field you are considering and offers a chance to meet individuals in that field. The *earlier* you contact agencies/experts the more time they have to send information to you and arrange interview times.

Find **most recent** *(since 2013),* scholarly work, from refereed journals, *specific* to the problem you have selected. This requires using library tools such as databases like the Web of Science (formerly the Social Sciences Citation Index), PSYCINFO/PSYCHLIT and Google Scholar. Look for information in applied psychology textbooks put on reserve for this course. Then look at the bibliographies for the key names and journals that deal with the problem you selected. You may also start your search by using popular sources of information (e.g. The Globe and Mail, Worldwide Web etc.) but remember such popular publications can be used but will not earn you much credit.

You will also need to obtain applied work. Contact relevant experts or practitioners. **By experts I do not mean people who have experienced the problem** but people who have **specialized training** in dealing with the problem or have a program to deal with the problem. You will need to use tact and interviewing skills, over the telephone or in person, to get individuals to give you their valuable time. Asking these people for opinions, suggestions, leads and information will make your task easier and add to the quality of the paper. They may also save you time and energy by directing your literature search. **NOTE: See Final Paper Specifications (page 4) for more detail as regarding the project. This is important for guiding you thorough all components of this project.**

COMPONENTS OF PROJECT 2
Your presentations, annotated bibliography and paper will demonstrate your ability to find current literature on a selected topic you so that you can provide an in depth understanding of current related concepts and research.

Annotated Bibliography (5%)
Conduct a literature search and submit an **annotated bibliography** identifying and briefly describing what you have found (APA style). While all references found to date should be included, you need not provide annotation for more than 12 articles. While some earlier influential articles may be included, it is expected you will find articles published after 2010. **This annotated bibliography only briefly reviews each article**

BUT only to the extent to which it describes how the paper relates to your project. The key is to focus in on how each relevant it.

Workshop presentations (will be part of class participation grade)
Provide a brief overview of your topic so that other students may offer you guidance (e.g. other material, authors, agencies, etc.). This presentation will not be graded but your guidance to others will count towards your class participation. When presenting, clearly and briefly identify and explain the specific problem, its causes and consequences and indicate specific approaches to dealing with the problem. Integrate the main ideas of **at least** five current scientific journal articles from **peer-reviewed journals. Identify** relevant resource agencies/individuals you will or have contacted. The length of this presentation is determined by class size; it is expected that the presentation should be no longer than 5 minutes.

Formal Presentation (10%)
Provide a formal in-class oral presentation reviewing your topic. Students will be evaluated on the depth of their discussion and their ability to present in a manner that stimulates class discussion and debate. Each student will be allotted up 20 minutes; exact time is dependent on class size.

Final Paper (15%)

Specifications:
1. Identify a specific **problem** (not just a topic area). It must be a problem that can be mitigated by the application of theories and research in social psychology. Define your terms and the parameters or limits of your paper (e.g. if you wish to examine the impact of media violence on children's social behaviour, be clear about what you mean by media violence and what specific harms you will explore). *If you are unable to find relevant research articles you must modify or change your topic.*
2. Find current research and theories to explain the problem, its causes and consequences in a brief and concise manner. Also state the emerging issues or new dimensions related to the problem. Explain and focus on specific approaches and give details on how to DEAL with the problem. The final paper will build upon the original annotated bibliography submitted and input from fellow students. (NOTE: Make sure the final paper is not an annotated bibliography but an integration of the materials you found into an original essay. Failure to do this tends to be a form of plagiarism referred to as mosaic plagiarism.)
3. Find agencies, organizations, individuals who have specialized training or expertise dealing with the problem **(not just persons who have experienced the problem and tried things out)**. While interviews with the experts are best, other information from such persons or agencies is acceptable (e.g. brochures, Internet sites, e-mails, etc.). *If you use an Internet site, you must reference it and provide an explanation within the bibliography as to why this is an authoritative source.* Make sure you can describe the specific approaches used and/or how these approaches are applied. Information from these organizations/individuals will enable you to evaluate their efforts in terms of the literature. Also, try to select several social psychology concepts that you believe would be of value to the practitioner and ask the experts how they might value or use these concepts. It is expected that you will interview three experts.
4. Describe how scientific literature and research might be of assistance to these specialists. Specifically, **(a)** how would the literature be of use to them? **(b)** What kinds of research do you suggest social psychology researchers should do to help these specialists toward their/your goals? **(c)** From your research can you provide a new or modified solution?
5. Indicate what specialists you contacted at the bottom of the bibliography. Stipulate name, position, agency, contact information.
6. The final paper should be **approximately** 6 pages double spaced, APA style, followed by a reference section. It *must be typed, double spaced and in 12 pitch type*. Make a second copy of your paper for your files before submitting. Properly reference the work of others. Do not include quotations.
7. **Staple** the paper and please, no binders or attachments.
Paper is due as described above in chart.

PROJECT 3: Using Social Psychology to Build a Useful Website.

Project 3 (Weekly presentations/papers=15% plus Final Team Project paper and website=20)

The intent of this project is for students to use social psychological principles to create a website that is a resource that meets the real needs of some segment of society. This may be parents of autistic children, older people who feel isolated, institutions that are looking for various forms of assistance, York U. students who wish to eat healthier lunches, etc. ***One place that you can go to build a website is Wix.com.***

You will form a team to create and evaluate a website designed to 'meet a need in society'. Each team will come to a consensus regarding the need to which the website will respond and <u>will provide evidence that this need exists</u>. The need may be one that was noticed when completing project 2. As teams progress the definition or the actual need being addressed will evolve or even change to fit the findings of the team.

1. Carefully research the existence of a need to which the website will respond. (This might include a literature search, web search, an informal survey of potential users of your website. etc.)
2. Do market research to determine the specific nature of the need/market that would use the website. This may include interviews (structured or semi-structured), focus groups, and formal surveys.
3. Seek out resources (literature links, etc.) in relation to the market research conducted.
4. Conduct formative evaluations such as test marketing of the website. This may include interviews, focus groups, and surveys of people who have used the website.
5. Determining various redesigns based on your social psychological findings.
6. Summative evaluation of website.

Each team will present weekly progress reports on the status of their project. Individual students will be responsible for developing the weekly report and will be issued an individual grade for this report. Team members will be encouraged to work together in support of the individual report. Each report will also describe the role of the individual within the team and their specific input.

Weekly progress reports will consist of an oral presentation followed by a written submission no longer than 2 pages. It is assumed that each student will have at least 2 presentations during the winter term. These presentations should be clear enough to demonstrate weekly progress. It is expected that a discussion will follow in which all students will provide ideas, guidance for the other teams.

MISSED PRESENTATIONS AND LATE PAPERS:
Students are expected to complete each component of the course on time. Late papers will be assessed a penalty of ½ mark per day including weekends and holidays. If you miss your scheduled presentation you must have a legitimate excuse (e.g. death in the family, severe illness, etc.). Documentation (i.e. an attending physician's statement, not a MDs note) Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf) will be required to write an additional written paper on an assigned topic to make up for the missing grade. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

CRITERIA FOR EVALUATION FOR ALL COMPONENTS OF THE COURSE

Class Participation
- participation in discussion and attendance
- having topics for projects <u>submitted on time</u>
- being ready to present when called upon

- You are welcome to use your computer when the professor is lecturing e.g. to follow the PowerPoint online.   Use of these devices WHEN A STUDENT IS PRESENTING will detract from class participation grades.

Oral Presentations
- Information is current and from peer reviewed journals
- The presentation is focused on a clearly defined topic demonstrating how concepts of social psychology are of use in addressing the topic.
- The presentation is funneled from a general perspective to an "in depth" presentation of the topic.
- Presentation is clear and engaging.
- Reading from the paper or PowerPoint is kept to a minimum so as to engage the class.
- An effort was made to stimulate class discussion (e.g. presented topical points, posed good questions)
- Student keeps within the allotted time (including discussion)

Written Papers:
The written documents will be more a formalized and detailed version of the oral presentation.
- A sufficient literature search provides a social psychological perspective
- Paper is well organized, **<u>concise</u>** and clear
- Paper presents a current understanding of the issues presented
- Paper is free of unnecessary flowery prose
- Paper is in proper APA style
- Paper is the prescribed length (i.e. within a page)

Regarding APA Style:
There are many student guides to APA style including several websites. The following websites are some such guides:

www.apastyle.org/styletips.html
http://writing.wisc.edu/Handbook/DocAPA.html
http://apastyle.org/,
http://owl.english.purdue.edu/owl/resource/560/01/,
http://www2.liu.edu/cwis/cwp/library/workshop/citation.htm

NOTE: Of particular interest to the reader is that APA style requires *<u>concise</u>* writing in the **<u>third person</u>**

Organizational change through individual empowerment [electronic resource] : applying social psychology in prisons and policing
Author: Hans Toch.
Publication info: Washington, D.C. : American Psychological Association, 2014.
Call Number: HM 1033 S36 2012

Empirical research in teaching and learning : contributions from social psychology /
Author: edited by Debra Mashek and Elizabeth Yost Hammer.
Publication info: Malden, MA: Wiley-Blackwell, 2011.
Call Number: HM 1033 E534 2011

Extremism and the psychology of uncertainty /
Author: edited by Michael A. Hogg and Danielle L. Blaylock.
Publication info: Chichester, West Sussex ; Malden, MA : Wiley-Blackwell, 2012.
Call Number: BF 575 F16 E98 2012

Applied social psychology: understanding and addressing social and practical problems
Authors: Schneider, Frank W. | Gruman, Jamie A. | Coutts, Larry M.
Published: 2005
Call Number: HM 1033 S36 2005

Social psychology of exercise and sport
By: Hagger, Martin Other Authors: Chatzisarantis, Nikos
Published: 2005
Call Number: GV 706.4 H344 2005

Applied sport psychology: personal growth to peak performance
Other Authors: Williams, Jean M.
Published: 2006
Call Number: GV 706.4 A66 2006

Applying social psychology
Other Authors: Kremer, John
Published: 2003
Call Number: HM 1033 A66 2003

The social psychology of food
Author: Mark Conner and Christopher J. Armitage.
Publication info: Buckingham ; Philadelphia : Open University Press, 2002.
Call Number: GT 2860 C58 200

The social psychology of consumer behaviour
By: Bagozzi, Richard P. Other Authors: Gurhan-Canli, Zeynep, 1968- | Priester, Joseph R., 1960-
Published: 2002
Call Number: HB 801 B267 2002

The social psychology of drug abuse
By: Sussman, Steve Yale Other Authors: Ames, Susan L., 1956-
Published: 2001
Call Number: HV 5801 D57 2001

Applied social psychology
By: Oskamp, Stuart Other Authors: Schultz, P. Wesley
Published: 1998
Call Number: HM 251 O75 1998

Applied social psychology
Other Author: Sadava, Stanley W. | McCreary, Donald R.
Published: 1997
Call Number: HM 251 A7546 1997

Applied social psychology
Other Author: Semin, G. R. | Fiedler, Klaus, 1951-
Published: 1996
HM 251 A755 1996

Concerning psychology : psychology applied to social issues
By: Howitt, Dennis
Published: 1991
Call Number: HM 251 H73 1991

Applied psychology for social workers
By: Nicolson, Paula Other Authors: Bayne, Rowan
Published: 1990
Call Number: HV 43 N54 1990

Applied social psychology
By: Weyant, James M.
Published: 1986
Call Number:
HM 251 W576 1986

Applied social psychology annual
Other Authors: Society for the Psychological Study of Social Issues
Format: Book Serial
Call Number:
HM 251 A757 V.8
HM 251 A757 V.7
HM 251 A757 V.6

Handbook of methodological approaches to community-based research : qualitative, quantitative, and mixed methods / edited by Leonard A. Jason and David S. Glenwick.
Published 2016
HM 1033 H3556 2016

Applied human behavior in the social environment by Brad W. Lundahl, Grafton H. Hull, Jr.
Published: 2015
HM 1033 L86 2015

Innovations in social marketing and public health communication : improving the quality of life for individuals and communities
Author: Walter Wymer, editor
Publsihed: 2015
Call Number HF 5414 I56 2015

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)
(For a full description of York grading system see the York University Undergraduate Calendar -
http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes

Add/Drop Deadlines

For a list of all important dates please refer to: Important Dates

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course **without** permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

Information on Plagiarism Detection:

All projects must be submitted to Turnitin

Electronic Device Policy:

Students may use electronic devises except in when other students are providing oral presentations.

Attendance Policy:

Attendance will be counted towards the class participation mark

Academic Integrity for Students

York University takes academic integrity very seriously, please visit an overview of Academic Integrity at York University from the Office of the Vice-President Academic.
The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:
- Information about the Senate Policy on Academic Honesty
- Online Tutorial on Academic Integrity
- Information for Students on Text-Matching Software: Turnitin.com
- Beware! Says who? A pamphlet on how to avoid plagiarism
- Resources for students to help improve their writing and research skill

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

Academic Accommodation for Students with Disabilities:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable

accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.
The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.
Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

Course Materials Copyright Information:

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