

Course outlines are tentative until after the first two weeks of class.

Class time and place: Tuesdays 1:00 p.m. – 3:50 p.m. Chrysler Hall South 278

Class instructor: Dr. Charlene Y. Senn
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Office hours: Wednesday afternoons 2 – 5 p.m. (beginning Sept 7) or by appointment. Book up to two 15-minute appointments during my office hours by going to <https://www.timetrade.com/book/G9NPK>.

Course description: An in-depth exploration of the field of applied social psychology, its development and progress. The course will situate applied social psychological research within the broader field of social psychology. Emphasis will be placed on applications in community/health and organizational psychology.

Learning Outcomes:

Students who successfully complete the course will be able to:

- to articulate a professional identity as an applied social psychologist in the making;
- to demonstrate with increasing proficiency the knowledge that scholarship and grant applications are strategic documents and to identify strategies for improving their own applications;
- understand and explain the historical place of, and controversies which have arisen for, applied social psychology in the larger field of social psychology;
- identify the major fields within applied social psychology and explain the important connections between them;
- be able to articulate verbally and in writing the importance of theory in applied work and the perils of applied research not based on sound social psychological theories;
- develop key components of a workable research project (i.e., clear and testable research questions, well-articulated rationale, etc.) which will form the basis of their MA thesis or lead to abandonment of those research questions for ones which will be more fruitful;
- provide constructive feedback to peers on developing research proposals; and
- analyse peer and faculty feedback on their own developing research project and implement appropriate improvements based on this reflection.

Readings:

Most readings are available through the Blackboard site. To access the readings, go to Resources and then the week's date.

Course Requirements: [Students auditing the course will be expected to facilitate seminars, submit discussion questions, and participate in the peer reviews (oral and written).]

Component	Value	% of Final Grade	Due Date and Time	Length
Class participation (includes peer reviewer performance – see below)		16	Every week	
• <i>Students not facilitating the weekly topic discussion should submit 3 discussion questions via e-mail to Dr. Senn</i>			1 day before scheduled topic	
Attend all department colloquia and formulate 1 question at each (ask question at the colloquium to move up half a letter grade)	4 @ 1% 4 @ .25% if question is asked	4	Hand in electronically before next class. Speakers: • TBA	
Thought papers	5 @ 5%	25	1 week after scheduled topic	3-5 pages
Seminar facilitations (3)		20	As scheduled in second week. Additional readings must be approved no later than 1 week prior to the facilitation so it can be provided to other students.	1) full class 2) & 3) 3-5 questions
Peer Review of Proposal Building Blocks Summary & Presentation		10	Presentation Nov 15 in class	10-15 minutes
• <i>Submit your summary</i>			<i>Due by email to all class members and Dr. Senn by Friday November 11th by 3:00 p.m.</i>	1-2 page summary of key components
• <i>Do peer review orally and in writing (counts under participation)</i>			<i>November 15th</i>	Bring reviews to class, add to them as you respond to presentations orally, submit to me at the end of class
• <i>Submit presentation slides</i>			<i>Due by email to Dr. Senn no later than Nov 16.</i>	
Proposal Building Blocks – Final Version		25	December 14 handed in to my office hours between 2 and 5 p.m.	12 pages maximum

Format

I will lead the first few discussions to ensure that you are familiar with some of the basic historical, conceptual, theoretical, and methodological issues in the field. Then classes will change to a more topic-based focus with an emphasis on theory application. These topics will give you a sense of the breadth of Applied Social Psychology as a discipline and particularly the two broad areas of applied social psychology that are the focus of our graduate program (Community/Health and Organizational Psychology). The seminar should (after the first week or so) function as a full discussion with participation from all class members.

It is **essential** that you read the assigned materials in advance and bring them with you. You are required to prepare some questions or comments prior to arriving at the class. In the latter weeks of the course, when one of your peers is not facilitating, it is even more important that you bring discussion questions. You may also use your reaction papers to launch discussions. Insufficient preparation for the class will seriously affect your class participation and peer review grades.

Participation in Departmental Colloquia

Part of the experience of being a graduate student is becoming a full member of the Department's research culture. Our Department holds research talks, brown bag seminars, and other public events that are all part of the research culture beyond the collection of faculty and students doing their individual and collaborative research projects. To encourage you to get started on your journey to get involved, you will attend all the talks scheduled as part of the Department's Colloquium Series this term. I hope you will continue to attend throughout your career. Even great talks are made better when members of the audience ask good questions in the question period. It can take a while to build up your confidence to ask questions publicly. Therefore, you will develop a question immediately following the talk, and if you can, you will ask it. Whether or not you ask it, you will submit that question to me electronically before the next class. I will usually remember if you asked a question at the talk, but please remind me whether you did or not in your submission. I will give feedback on your questions.

Thought/Reaction Papers

A thought or reaction paper is a way for you to take time to reflect on the readings and course discussions from your own personal perspective or lens. You will critically reflect on a reading or readings and/or the issues that arise from the readings (and sometimes class discussions that have gone on) and provide your insights, ideas, and thoughts in a less formal paper. These papers should not be a restatement of the ideas presented in the articles nor just a demonstration of your understanding of the materials. You do not need to provide your thoughts on every reading; choose the issues/readings/ideas that resonate most with you. No 'research' is required nor do you need to provide formal citations but good grammar, organization, and careful proofreading are necessary. It is appropriate for you to use first person ("I") where you are outlining your own views and opinions. I encourage you to use these reaction papers to reflect on your own past and future training and research, as well as your developing identity as an applied social psychologist.

You will submit five such papers to me through Blackboard prior to the start of class (by 1 pm) one week after the topic is scheduled. You must write at least one paper for each of the Community, Health and Organizational Psychology themes (or their combinations). The week you do your primary facilitation of the discussion is not eligible for a reflection paper. The papers should be brief (no less than 3 and no more than 5 double spaced typed pages) and typewritten with a cover page. Papers will be graded according to the depth of thought, insight, and reflection, originality, and relevance to the course material. Each one will be given a letter grade

for 5% of the total course grade. It is a good idea to start your reaction paper when you are doing the readings for the week, bring those ideas to class, and then complete the paper in the days following the class discussion. This way you will be better prepared to launch the class discussion during those weeks and to revise and develop your views based on the interaction.

Proposal Building Blocks and Submission for Peer Review

The work of Applied Social Psychologists is to apply social psychological theory to an applied issue or problem. This work is funded in various ways: out of our own pockets, from regular organization or business budgets, and/or by government, research agency, or philanthropic research grants. Writing applied research grants is often quite different in style and requirements from the standard academic research scholarship applications; however, good communication skills in one domain do transfer to the other. You will get some practice writing your own scholarship application this term (through the Proposal Summary task) and then we will move on to develop these skills all year.

For all researchers, but particularly for novices, it is important to ensure that we have a good grasp of the key elements or building blocks of our research project before we attempt to construct the whole research proposal. First, we need to review the empirical literature sufficiently well that we know what has been done in our area of interest and what gaps remain. Second, we need to identify the theories which are relevant and appropriate to our project as we narrow our focus. As we combine these two pieces together, we are building the third element, which is the Rationale for our study. Fourth, and related integrally to the first three components, we must compose a meaningful, clear, and concise research question(s). Only after these elements are in place, can we design our study to answer our research question (although we have been thinking about this all along as well). The multiple part Proposal Building Blocks assignment in this course will give you hands on experience developing and writing these first four components and beginning your thinking about the design. In your research methods course next semester, you will build on this base and fully articulate your research design so that your thesis proposal will be completed before the end of your first year.

The Proposal Building Blocks - Final assignment must be handed in to me at my office. For this final stage of the assignment, you are required to submit an 8-12 page (double spaced, 12 pt font) Introduction (includes components 1, 2, 3 and 4 above) section to your thesis with a brief (1 page) outline of your proposed method to answer your research question. Further guidelines will be made available to you during class.

The research done by an Applied Social Psychologist (and any scholar) is always improved by feedback from informed colleagues. This is mandated when we submit our articles for publication or applications for funding. However, the sensible researcher puts her/his work forward for peer review BEFORE the formal grant application/manuscript is submitted. Revisions based on review by colleagues always strengthen the work and can make the difference between being funded and not being funded, being published and not being published. To approximate this process, you will submit a short 2 page (single spaced) summary of your building block components to your classmates for peer review. To make this part of the assignment even more useful and practical, you will write it up just as you would your Plan of Study for a scholarship application for one of the three funding councils (SSHRC, NSERC, CIHR¹) or if you are an international student, OGS. The only difference is that I am mandating that all of the summaries be 2 pages in length so that you all have comparable room to explore your ideas. **This summary should state what funding council you are addressing and then outline your**

¹ Make sure you have picked the appropriate Council for your project.

building block components in the way suggested by the funding agency. You will of course have less to say about the methods than you will next term.

You will circulate an electronic copy of your Proposal Building Blocks Summary to all members of the class (including me) **via email** by the Friday (Nov 11) before the due date. You will give a very brief 10-15 presentation of your building blocks in class and receive your peers' verbal feedback (submit your PowerPoint slides to me no later than 1 day after the presentation). You will also provide your review of your peers' work verbally and in writing in class (handed in at the end). To be maximally useful to you, you should make sure that you have a well thought out project by this time. Then your revisions can focus on addressing weaknesses in your thinking and clarity for your particular project, more than on the fact that you are not very far along in your literature review. The latter would also result in a poor grade. You will receive written feedback from me (with your peers' written evaluations attached) one week later. More detail regarding this part of the assignment will be provided in class.

Seminar Facilitation

Each participant in the class will be responsible for three class sessions. For one of these topics (tell me which one by week 3) you will read all assigned material, choose an additional reading (uploaded to CLEW one week prior to class), organize and present a framework for discussion in class, and facilitate (lead) the discussion that ensues. This will be graded individually. Grading will be based on the effectiveness of your organizing framework and additional article for prompting focussed discussion of the topic as well as your skill in leading and developing that discussion. Please make sure that you have made the arrangements for borrowing any technology (e.g., laptop, projector) from the Department or the Centre for Teaching and Learning (CTL) at least one week in advance. Verify that you have the correct video cable/adaptor to connect the laptop and projector. **Presentation slides should be submitted electronically to me no later than a day after the presentation.**

For the other topic facilitations, you will read all assigned material and circulate 3-5 substantive discussion questions by email by Monday noon prior to the class. You may also add a reading but this is **optional** and should be approved by me in advance of your facilitation (uploaded to Blackboard one week prior to class).

Please see the University of Windsor's *Student Code of Conduct* at http://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/student_code_of_conduct_march_13_2015.pdf for a statement on your Academic and non-Academic Rights and Responsibilities.

Tentative Readings and Presentation Schedule

Date	Topics	Discussant
Sep 13	Introduction and organizational meeting / Developing an identity as an applied social psychologist	Senn
	<ol style="list-style-type: none"> 1. http://www.apa.org/action/science/social/education-training.aspx 2. Go to Social Psychology Network site http://www.socialpsychology.org (and if you are interested in Industrial/Organizational careers also Society for Industrial & Organizational Psychology http://www.siop.org/; if you are interested in prevention/intervention also see http://www.preventionresearch.org/conferences/job-opportunities/) and explore careers and other resources. Come prepared to talk about what you found. 	
Sep 20	History of Social and Applied Social Psychology – Understanding our roots	Senn
	<ol style="list-style-type: none"> 1. Lewin, K. (1943). Psychology and the process of group living. <i>The Journal of Social Psychology</i>, 17, 113-131. 2. Rozin, P. (2001). Social Psychology and Science: Some Lessons From Solomon Asch. <i>Personality and Social Psychology Review</i>, 5(1), 2-14. 3. Faye, C. (2012). American social psychology: Examining the contours of the 1970s crisis. <i>Studies in History and Philosophy of Biological and Biomedical Sciences</i>, 43, 514-521. 	
Sep 27	Applied Social Psychology Issues -- Past and Present	
	<ol style="list-style-type: none"> 1. Streufert, S. (1987). Applied Social Psychology. <i>Journal of Applied Social Psychology</i>, 17(7), 605-608. 2. Hollander, E. P. (1979). Applied social psychology: problems and prospects. <i>International Review of Applied Psychology</i>, 28, 93-100. 3. 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. 	
Oct 4	Applied Social Psychology Issues -- Present	
	<ol style="list-style-type: none"> 1. Cialdini, R. B. (2009). We have to break up. <i>Perspectives on Psychological Science</i>, 4 (1), 5-6. 2. Esses, V.M., & Dovidio, J.F. (2011). Social Psychology, Social Issues, and Social Policy: What Have We Learned? <i>Social Issues and Policy Review</i>, 5(1), 1-7. 3. Senn, C.Y. (2005). You can change the world: Action, participatory, and activist research. In F. Schneider, J. Gruman, & L. Coutts (Eds.), <i>Applied Social Psychology: Understanding and addressing social problems</i> (1st edition, pp. 355-373). London: Sage. 	
Oct 11	Reading Week – No classes	
Oct 18	The Use of Social Theory in Applied Social Psychology / Blueprinting	Senn
	<ol style="list-style-type: none"> 1. Van Lange, P.A.M., Kruglanski, A.W., & Higgins, E.T. (2012). Theories of Social Psychology: An introduction. In P.A.M. Van Lange, A.W. Kruglanski, & E.T. Higgins (Eds.), <i>Handbook of Theories of Social Psychology: Volume I</i> (pp. 1-8). Sage: London. 2. Proshansky, H.M. (1981). Uses and abuses of theory in applied research. <i>Applied Social Psychology Annual</i> (Volume 2, pp. 97-136). Beverly Hills, CA: Sage. 3. Hill, D.B. (2006). Theory in applied social psychology: Past mistakes and future hopes. <i>Theory & Psychology</i>, 16(5), 613-640. 	

Date	Topics	Discussant
Oct 25	Scholarship and Grant Proposals / Asking questions at research talks / Other pressing issues	Senn
	<ol style="list-style-type: none"> 1. Robson, C. (2002). Appendix A: Writing a Project Proposal (pp. 526-533). In <i>Real World Research: A resource for social scientists and practitioner-researchers</i> (2nd edition). Oxford: Blackwell. [may be replaced by newer version so check back] 2. Jaccard, J., & Jacoby, J. (2010). Chapter 12: Reading and writing about theories. In <i>Theory Construction and Model-Building Skills</i> (pp. 331-347). Guilford: New York. 3. https://www.grad.ubc.ca/current-students/graduate-pathways-success/hot-tips-scholarship-applications 4. https://www.theguardian.com/higher-education-network/2015/nov/11/dont-be-a-conference-troll-a-guide-to-asking-good-questions 	
Nov 1	Community Psychology	
	<ol style="list-style-type: none"> 1. Walsh-Bowers, R. (1998). Community psychology in the Canadian psychological family. <i>Canadian Psychology</i>, 39, 280-287. 2. Nelson, G. & Lavoie, F. (2010). Contributions of Canadian Community Psychology, <i>Canadian Psychology</i>, 52, 79-88. 3. Nelson, G., Patterson, M., Kirst, M., Macnaughton, E., Isaak, C. A., Nolin, D., . . . Goering, P. N. (2015). Life changes among homeless persons with mental illness: a longitudinal study of Housing First and usual treatment. <i>Psychiatric Services</i>, 66(6), 592-597. doi: 10.1176/appi.ps.201400201 	
Nov 8	Health Psychology	
	<ol style="list-style-type: none"> 1. Johnson, N. G. (2003). Psychology and health: Research, practice, and policy. <i>American Psychologist</i>, 58(8), 670-677. 2. Chen, E., Chim, L.S., Strunk, R. C., & Miller, G.E. (2007). The role of the social environment in children and adolescents with asthma. <i>American Journal of Respiratory and Critical Care Medicine</i>, 176, 644-649. 3. 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. 	
Friday Nov 11 3:00 p.m.	Proposal Building Blocks Summary due by this date (circulated by email to all class members and Dr. Senn)	
Nov 15	Building Blocks of a Successful Proposal – Peer Review Presentations (bring your draft written peer reviews to class – you will add to them)	Everyone
Nov 22	Applications/Interventions in Community/Health Psychology	
	<ol style="list-style-type: none"> 1. Leadbeater, B. (2010). The fickle fates of push and pull in the dissemination of mental health programs for children, <i>Canadian Psychology</i>, 51(4), 221-230. 2. 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. 3. 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 	

Nov 29	Organizational Psychology	
	<ol style="list-style-type: none"> 1. Silzer, R., & Cober, R. (2016). Practice perspectives: Shaping the future of Industrial-Organizational Psychology Practice. http://www.siop.org/tip/july11/16silzer.aspx 2. Hideg, I., Michela, J.L., & Ferris, D.L. (2011). Overcoming negative reactions of nonbeneficiaries to employment equity: The Effect of Participation in Policy Formulation. <i>Journal of Applied Psychology</i>, 96(2), 363–376. 3. Glavas, A. (2016). Corporate Social Responsibility and Organizational Psychology: An Integrative Review. [Review]. <i>Frontiers in Psychology</i>, 7(144). doi: 10.3389/fpsyg.2016.00144 	
Dec 6	Applications in Organizational/Health Psychology (facilitator may replace 1 reading)	
*deadline for CGS – MA scholarships applications *	<ol style="list-style-type: none"> 1. Carpini, J.A. (2012). Your work, your health: The role of industrial organizational psychology in health & health care in Canada. <i>Psynopsis: Canada's Psychology Magazine</i>, 34(1), 19. 2. Mantler, J., Matejicek, A., Matheson, K., & Anisman, H. (2005). Coping with employment uncertainty: A comparison of employed and unemployed workers. <i>Journal of Occupational Health Psychology</i>, 10(3), 200-209. 3. Bakker, A.B., Schaufeli, W.B., Leiter, M.P. & Taris, T.W. (2008). Work engagement: An emerging concept in occupational health psychology. <i>Work & Stress</i>, 22(3), 187 — 200. 4. Holman, D. & Axtell, C. (2016). Can job redesign interventions influence a broad range of employee outcomes by changing multiple job characteristics? A quasi-experimental study. <i>Journal of Occupational Health Psychology</i>, 21(3), 284-295. doi: http://dx.doi.org.ezproxy.uwindsor.ca/10.1037/a0039962 	
Dec 14	Proposals due (handed in to my office during office hours 2-5 p.m.)	