

Version 190627

Applied social psychology, 7,5 credits

Master's programme in psychology,
HT19, Psychology department,
Stockholm University

Course leader: Charlotte Alm

Course content

The aim of the course is to provide deepened knowledge within the social psychological area that pertains to applied social psychology. It focuses on understanding social problems and to develop interventions in order to improve conditions for individuals and different groups of individuals. The course brings up applied social psychological theories, methods and empirical findings, but also theories from the wider social psychological area, used for specific applied purposes. In addition, the course provides opportunity for elaboration within different applied subareas.

Expected study results

To pass the course, the student will:

- understand and give an account of and employ applied social psychological theories, models and empirical findings on issues and questions that are relevant for the subject area
- value and discuss strengths and weaknesses with different applied social psychological theories, models and empirical findings
- assimilate advanced literature in the form of scientific articles and show an elaborated understanding for applied theoretical and methodological issues and questions

Educational activities and course requirements/mandatory parts

The course consists of lectures and seminars.

Course requirements/Mandatory parts

(a) Written answers to seminar questions before the seminars

(b) Participation in oral group discussion and presentation of seminar questions at the seminars

(c) Written elaboration task as well as written reviews (formative evaluations) of other students' elaboration tasks

Students who do not pass (a) above will be offered the possibility to submit written complementary task. An extra presentation seminar or individual presentation for the course leader will be offered to students who does not pass (b) above. Regarding (c), see below.

Knowledge control and examination

The examination is based on written seminar questions that are handed in before each seminar, oral seminar presentations, written elaboration paper with attached formative evaluations of other students' elaboration papers.

The course grade is based on the individual elaboration paper and marked with a seven-point goal-related grading scale: A (Outstanding), B (Excellent), C (Good), D (Satisfactory), E (Sufficient), Fx (Insufficient), F (Totally insufficient). The written grading criteria are provided at the beginning of the course. Passing the course requires grade E or a higher grade on the written elaboration task, and Pass on the written seminar questions, Pass on the oral seminar presentations, as well as Pass on the reviews of other student's elaboration tasks. The possibility of supplementing the grade Fx up to a maximum of an E grade is given on this course. The individual elaboration paper is evaluated on a number of different aspects: fulfilling of instructions (see below), usage of scientific literature and their scientific quality, the question formulation, the processing of the question formulation,

scientific support, conclusions as well as general evaluation (coherence etc). The individual elaboration paper can result in a maximum of 70 points.

Seminars

Before each seminar, each participant is to individually formulate and answer two (2) own questions (200-400 words per question and answer, not including references) which can be used as a base for discussion at the current seminar. ***In the case the course is given in English, these questions and answers are to be written in English as well.*** The participants are free to formulate the questions, but they shall be based on current seminar literature (make connections to one reference per question with different references for the two questions). A good idea is to mix the types of questions throughout using for instance both discursive/analytical questions and descriptive ones. ***Submit the tasks through Athena*** by the dates and times specified in the schedule. ***Please use the text window for this (and do not upload a file). Make sure your own name and the full reference to current article is stated clearly at the top of the page.*** There are a total of four (4) seminars included in the entire course.

If seminar questions are not submitted (through Athena) on time (late submission or missed out submission) or if the instructions above are not fulfilled including the minimum and maximum (exact) word count a complementary paper is required. This paper is based on specific questions which are to be answered according to specific instructions which can be retrieved *after* each seminar. Please contact Charlotte if applicable.

Individual elaboration paper

The individual elaboration paper, which is to be saved in word format (**not** pdf or any other format for instance pages), shall comprise between 3500 and 4500 words (excluding title leaf and reference list), 12p and single spacing (1.0). Please do not use page header/footer other than for numbering pages (i.e. do not include e.g. running head, notes etc). Abstract is optional, and will be included in the word count.

The task consists of relating theory and/or empirical findings included in this course to existing research in some (possibly other) area of interest. This can, but need not be, related to research that the student is involved in. However, the paper is **not** to include results from any ongoing projects. Likewise, and for research ethical reasons, students are **not** to collect data for this paper. Rather, the paper should be a theoretical discussion text. More specific, the participant shall formulate one (1) own applied social psychological question which shall be described in the first paragraph of the paper. The question is to be associated with at least one of the four areas included in the course. Note that if associated with the area of interventions it will need to be in the explicit form of **social psychological** interventions. Please make sure that the question is clearly stated and only contains one question.

Refer to at least six scientific peer-review articles, of which two (no more, no less) are to be chosen from the articles included in the course. Also, references shall be made to at least one chapter in the course book. The use of additional scientific peer-review articles is considered a bonus!

At the end of the text there shall be a reference list. References (both in the body of text and in the reference list) shall be in APA-format. In order to check for plagiarism the paper is to be uploaded on

the course web Athena by the date and time specified in the schedule. The uploaded version of the paper is then graded after the closing of the deadline. No changes can then be made to the text.

Any deviation from instructions will render a reduction of points. Note that the task will not be graded if it has been submitted after the deadline, if it does not meet requirements regarding the references (see above), if it does not meet requirements regarding word limitation and/or if it does not pass the plagiarism check.

Each student will receive feedback on the paper on two separate occasions from other student(s) attending the course. The specific contents of this feedback, to what extent it is grounded in aspects regarding the examination and to what extent the recipient should make revisions according to it will **not** be regulated by the examiner. The task of the formative evaluator is *not* to say whether a paper may or may not pass, although they can choose to point out aspects of the text that are or are not in line with instructions. **Please note that the examiner will not provide any feedback or tutoring of any kind on the individual elaboration paper since it is an examination.** The deadline for submission of the final paper is Friday November 1st at noon (12.00). In cases where a paper is not submitted during this time (but has been given at least one formative evaluation) or was given the grade Fx, there are later deadlines for submission of a revised version of the paper or a completely new paper (so called "omtentamen"). In a case where a paper is revised and submitted again it can receive a maximum of a grade E. A completely new paper has the possibility to receive a higher grade than a grade E. However, for it to be considered a completely new paper, it needs to have a completely different discussion question as a starting point, different areas of research and most likely different sources that are referred to. If in doubt, please contact Charlotte before committing to a new discussion question.

Deadlines for submission of a revised/completely new paper (*omtentamen*) will be Friday December 6 at noon (12.00) and Tuesday January 7 2020 at 1 PM.

Formative evaluations

Each participant will function as a sounding board (evaluator/reviewer) for other participant(s) drafts, at two separate occasions by reading and commenting. Each participant shall submit their comments on Athena by the times/dates specified in the schedule.

The first formative evaluation is scheduled at the beginning of the course, making possible to receive comments on a text that is in the beginning of its makings. At this stage, there is no requirement that the individual elaboration paper is finished when it is submitted on Athena, however, the evaluation does require a minimum to evaluate. This includes one or, if the author has not yet decided on a particular question there may be several discussion questions (in some form that is comprehensible to a reader). Further, there should be some text describing in some way the background to the question(s) and also, if more than one question is described, there should also be a passage describing what the thoughts are regarding making a choice between them. Finally, if the draft does not contain all or nearly all of the intended sections, it should include a passage outlining how the author intends to progress. Please do not include for instance large quotes from readings (such as abstracts), passages that are made up by key-words or the like, but make sure that whatever text is submitted, is readable even if it is in its early stages. Regard this stage as an opportunity to use the

evaluator as a sounding board, and as such that person needs information about what the author is deliberating or planning for so make sure the text is not too short and non-specific.

For the second formative evaluation, the submitted individual elaboration draft should exhibit a marked progression relative the first submitted draft. It might be helpful to make sure that the text in some way exhibits how the comments to the first draft have been approached in order to show progression, for instance through inserted comments. At this point in time, the evaluation is likely based on a more “finished” product.

A guideline for reviewers can be found on Athena. It is composed of aspects included in the grading as well as aspects that a reviewer for a scientific journal might use.

Plagiarism, cheating and unallowed cooperation

It is included in your responsibility as a student to be aware of the examination rules at Stockholm University. Detailed information is available both at the web pages of the Department of Psychology and Stockholm University (se links at Athena). Teachers are obliged to report suspicion about cheating and plagiarism to the principle and the disciplinary board. Plagiarism and cheating are always disciplinary matters and can lead to shutting off from studies. One example of plagiarism is to verbatim (word-by-word) or almost verbatim – regardless if a source has been given – copy a text (also concerns occasional sentences) and not refer to the source of the text. This also concerns texts that you have yourself authored previously (self-plagiarism). Examples of cheating are to bring with you unallowed resources such as a cell phone, to an exam. To be involved in study groups is developing and time efficient, but when it comes to examination tasks you will need make sure that you are working on your own (if nothing else is instructed) in order not to risk that any collaboration will be considered unallowed.

Literature

Gruman, J. A., Schneider, F. W., & Coutts, L. M. (2017). *Applied social psychology: Understanding and addressing social and practical problems* (3rd Ed.). Los Angeles, CA: Sage.

A list of articles, making out the seminar literature, will be available at the beginning of the course.

Course leader

Charlotte Alm, PhD, Associate professor, charlotte.alm@psychology.su.se, room 147 (entry-level house 14), phone 08 – 163684

Lecturers

Charlotte Alm, see above for contact information

Petri Laukka, PhD, Associate professor

Torun Lindholm, PhD, Professor

Course administrator

Zozan Kader, zozan.kader@psychology.su.se, phone 08 – 162796 (house 8)