

Additional notes regarding this template are highlighted in yellow and in italics will require modification for your course and institution.

GROUP ASSIGNMENT: SOCIAL PSYCHOLOGY INTERVENTION

DESCRIPTION

Taking inspiration from Kurt Lewin's (1943) famous observation that "there is nothing so practical as a good theory" (p. 118), generations of social psychologists have sought to develop innovative ways to put their theories into practical use. In this multi-phase group assignment, you will collaborate with your team members to **apply a social psychological concept to develop a practical intervention tool to address some issue that teenagers (ages 13-19) face today**. In this assignment you will apply your social psychological knowledge to design a **practical intervention** and to **analyze your own team dynamics** as you work in a group. The project will consist of two phases, each with multiple steps, which are described in more detail below.

Phase 1: Planning and Proposing

- **Step 1:** Group Contract
- **Step 2:** Project Proposal
- **Step 3:** Response to TA feedback, Final Proposal, and Progress Report

Phase 2: Intervention Showcase and Group Evaluations

- **Step 4:** Final Group-created Intervention and Showcase
- **Step 5:** Peer and Self-evaluations of Groupwork

The focus of this intervention is open for your group to choose, and could focus on any relevant social psychology topic covered in the course (from any module). For example, an intervention could focus on helping teens to:

- foster psychological resilience,
- develop healthy behavioural habits,
- stand up to peer pressure,
- become more civically engaged,

- prevent bullying/harassment,
- build conflict-resolution skills,
- experience social inclusion,
- improve study skills,
- practice pro-environmental behaviour,
- use social media more constructively,
- etc.

We encourage you to be creative in the format of your proposed intervention, drawing upon your group members' distinctive combination of skills and interests. For example, you could choose to deliver your intervention in one of many formats, such as:

- a storyboard for an educational graphic novel,
- educational posters and pamphlets,
- an awareness-raising, dramatized, or musical YouTube video,
- a board game (that you present/demo or visually depict in a virtual format),
- a structured role-playing activity,
- a lesson plan or activity for teachers to execute in the classroom,
- a # social media message campaign,
- etc.

To illustrate how psychological concepts can be translated into school-based interventions, consider a few examples.

Example 1

For over a decade, Waterloo Region's Crime Prevention Council has been organizing the "Say Hi" campaign to promote belongingness and inclusion in schools. The campaign involves simple messages and activities that are designed to encourage students to connect with one another in friendly ways. You can learn more about the "Say Hi" campaign at the following site: [Annual School 'Say Hi Day](#)

Example 2

For another example, in 2013 the Waterloo Region School Boards collaborated with the Region's Crime Prevention Council to launch the "Think" awareness campaign, which was

designed to promote greater self-awareness in using social media. To learn more about this campaign you can read a news story about the launching of the campaign:

- [School Boards Launch “Think” Initiative in all Schools Across Waterloo Region](#)

You can review the campaign’s poster and classroom activities.

- [Think Poster \(PDF\)](#)
- [Think 'Teacher Tool Kit' Classroom Activities](#)

Example 3

Another example of an intervention that draws on social psychology concepts is an intervention by Cornell [Skorton Center for Health Initiatives](#) at Cornell University. This intervention includes a video and a plan for a 60-min workshop to educate university-aged students on the **Bystander effect**. You'll learn about this concept in the module on Altruism. ["Intervene" Bystander Campaign](#)

GRADING SOCIAL PSYCHOLOGY INTERVENTIONS

The assignment will be **graded out of 100 points** (worth 50% of your final grade), with each step (see below) in the development of the project contributing to this final mark. Although the format of the intervention is open, the assessment of your work will focus on:

Skillful application of at least one social psychology concept

Drawing on at least one concept from the course, apply that concept in the design and development of intervention that addresses an issue that teenagers (ages 13-19) face. Any social psychology concept that is covered in the course modules can be the basis for your applied intervention. For example the following social psychology concepts could be applied in an intervention. This is not an exhaustive list, but is intended to help you identify what constitutes a social psychology concept that could be applied to design an intervention for this assignment.

- channel factors
- framing effects
- the above-average effect
- the availability heuristic
- incremental self-theories

- group polarization
- dehumanization
- pluralistic ignorance
- the fundamental attribution error
- minority influence
- the foot-in-the-door persuasion technique
- conformity
- the contact hypothesis
- implicit prejudice
- and many more

Creative and practical intervention delivery method

Specifically your proposed intervention should be aligned with the audience (may be for youth ultimately, but if it's for teachers or parents to implement be mindful that they are also your audience), draw on the skills of your group members, and be able to be developed within a realistic timeline (i.e., don't make the mistake of proposing a project that is too large in scope, pay close attention to how much time you and your team members have).

- Collaborating effectively as a group: Demonstrated through a thorough, clear, and logical Group Contract, successful completion of each step in the project where tasks were distributed equally and each member had a chance to make a significant contribution.
- Peer and Self-Evaluations: A portion of your final assignment mark will be influenced by peer and self-evaluations, where you and your peers evaluate your own and other team members' contributions to the group and the project.

This group assignment is broken down into a series of graded steps that you will work through with your teammates over the course of the term.

PHASE 1: PLANNING AND PROPOSING

Step 1 - Group Contract (12 points)

Successful collaborations are often rooted in a mutual understanding of the team members' responsibilities to one another in working towards their common goals. To help you to develop constructive collaborative relationships within your team we are having you develop a shared document that outlines guidelines for working in a group, indicates each team member's roles/responsibilities, establishes the mode/method of communication within the group, etc. Please use the template below to develop your group's contract. For more information, see the section at the bottom of this page called **Virtual Collaboration**.

Group membership can be viewed on the **Course Home** page by clicking **Connect** and then **Groups** on the course navigation bar. If you are not in a group by the date indicated in the **Course Schedule**, please contact the course instructor.

- [Group Contract \(.docx\)](#)

You are strongly encouraged to read the following resources on Group Contracts:

- [Making Group Contracts](#)
- [Group Roles: Maximizing Group Performance](#)
- [Working effectively in groups](#)

All students are expected to follow [UWaterloo's Policy 33 on Ethical Behaviour](#).

Step 2 - Project Proposal (2-3 pages) (12 points)

The proposal provides an overview of the focus and method of your proposed intervention. This proposal will include:

1) Background information on the teen-relevant issue that is the focus of the intervention. You should draw on research-informed sources to provide information about the relevance and scope of the issue that you chose as the focus of your intervention. Where possible, please try to find sources that provide information about the issue in the Canadian context. For instance, you could draw information from published reports from government ministries, non-profit organizations, and professional bodies. Some examples of reports with relevant information are:

- UNICEF Canada's report: [Canadian Index of Child and Youth Well-being \(PDF\)](#)
- The Canadian Paediatric Society's website on teen health [Caring For Kids: Teen Health](#)
- Statistics Canada also publishes research reports about the Canadian population including reports focused on the lives of teenagers. For example, they published a report on experiences of discrimination in Black Canadian youth
 - [Results from the 2016 Census: Education and Labour Market Integration of Black Youth in Canada](#)

- 2) Provide a clear description of the **key social psychological concept(s)** that you are applying and relate to this intervention. You should draw on **at least one** social psychological concept that was reviewed in the course modules,
- 3) an explanation of how the social psychology concept relates to the issue,
- 4) and a brief outline of the method you will use to deliver the intervention along with a rationale for this proposed method.
- 5) In addition, your proposal should include a **work plan** for completing the final proposal, in which you assign roles/tasks to team members and outline your steps for designing the final intervention proposal with deadlines for completing these steps. You may find it useful to refer back to your **Group Contract**.

Step 3 – Response to TA Feedback, Final Proposal, and Progress Report (6 points)

You will receive feedback from your TA, which you will find in the **Project Proposal Dropbox**, about a week after you submit. This step requires that you submit 3 documents to the **Response, Revised Proposal, and Progress Report Dropbox**.

1. Your group should discuss the feedback received from your TA, revise your proposal, and submit a final draft to the dropbox.
2. Write a short response to the TA's feedback in which you note any revisions that you made based on their feedback or explain your rationale for not incorporating the TA's suggested revisions.
3. You will also provide an update on your progress towards completing the project. Make sure to note where you are in your timeline, what are the remaining tasks, who is doing what and when in order to complete your intervention by the due date indicated in the **Course Schedule**.

How to Submit Phase 1 Documents

Please note that the following instructions pertain to Phase 1 Documents. Instructions for other phases may differ.

Your **Group Contract** and **Project Proposal** must be submitted online to the corresponding dropboxes as separate files by the deadlines specified in the **Course Schedule**.

Your response to the TA feedback, revised final proposal and progress report are to be submitted to the **Response, Revised Proposal and Progress Report Dropbox** as three separate documents by the deadline specified in the **Course Schedule**. Dropboxes can be

accessed from the **Course Home** page by clicking **Submit** and then **Dropbox** on the course navigation bar.

Your documents must be submitted in the following file type:

- Microsoft Word (DOC or DOCX)

Please refer to the [Submitting to a LEARN Dropbox](#) page for general guidelines, and how to submit to a dropbox.

PHASE 2: INTERVENTION SHOWCASE AND GROUP EVALUATIONS

Step 4 - Final group-created intervention (55 points)

Your group will submit a collaboratively designed intervention tool/resource designed for teens, along with a summary of the justification for the proposed intervention that explains how you applied a course concept. In addition, you will be asked to propose a method to evaluate the impact and effectiveness of your proposed intervention tool/resource. Your group's final project will be:

- a.) submitted to the **Dropbox** for grading (see below)
- b.) posted to the course **Discussion** forum, **Social Psychology Intervention Showcase**, where we'll participate in a 'virtual gallery walk', where students can explore other groups' submissions and provide constructive peer feedback (optional, but encouraged).

See the [Course Schedule](#) for the due date.

How to Submit Your Intervention

- a.) Your final intervention should be submitted to the dropbox titled **Social Psychology Intervention**.

Dropboxes can be accessed from the **Course Home** page by clicking **Submit** and then **Dropbox** on the course navigation bar. Please refer to the [Submitting to a LEARN Dropbox](#) page for general guidelines, and how to submit to a dropbox.

- b.) One of your group members should post your intervention in the **Social Psychology Intervention Showcase Discussion**. Make sure to give your post a name, relevant to your intervention.

Discussions can be accessed from the **Course Home** page by clicking **Connect** and then **Discussions** in the course navigation bar. View and provide feedback and encouragement to your peers by responding to their intervention posts and view the

feedback peers have provided on your group intervention. Your group intervention is to be posted by the deadline specified in the **Course Schedule**.

Step 5 - Peer and Self Evaluation of Group Work (15 points)

You will use a tool called **PEAR** to evaluate your own contributions and each of your teammates' contributions to your final project design once the project is complete. These evaluations will be based on the roles and responsibilities that you collectively agreed to in your group contract. Your participation grade will be comprised of two components:

- **Peer and self-evaluation completion mark (5 points):** You will receive 5 points for completing all of the evaluations for your group (including one for yourself).
- **Group contribution (10 points):** Your individual participation grade for the group assignment may be adjusted up or down based on these peer evaluations, by up to 10 points. You are asked to provide evidence that supports your evaluations and the grade you provide your peers, particularly if your evaluations are highly positive or negative. See the evaluation form below for more details on these peer- and self-evaluations. See the **Course Schedule** for the due date.

You will be asked to evaluate your peers and then yourself using the information outlined on the **Peer and Self Evaluations on the Social Psychology Intervention Project** page.

How to Complete your Peer and Self Evaluations in PEAR (Peer Evaluation, Assessment, and Review)

- Check that you can log in to PEAR. (**Note:** Try this **on or after** the date listed in the **Course Schedule**.)
- See the [Logging in to PEAR](#) | LEARN Help page.
 - [Changing Your PEAR Password](#)
 - [Completing group assessments](#).
- When ready to do so, complete the peer assessment for each member of your group, including yourself by the date listed in the **Course Schedule**.
- Accessing PEAR
 - [PEAR](#) (student login)
- If you encounter technical difficulty, please contact [\[Technical Support at emailname@institution.ca\]](#) [TEMPLATE NOTE: include the email address of who students

should reach out to for technical support using external tools, either the instructor or technical support department at your institution]. Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

VIRTUAL COLLABORATION

Together you and your team members should decide on what tools and methods you will use to work collaboratively and communicate. One very useful tool, which groups are encouraged to use is [Microsoft Teams](#) . This is a great platform for group work because:

- enables you to chat with your group members, host virtual meetings, share and collaborate on documents,
- all UWaterloo students have access to this tool through their Microsoft Office 365 (O365) accounts (just login with your UWaterloo login),
- it has been through a privacy and security review at UWaterloo and is a UWaterloo supported tool, and
- it is a useful tool that is used in many work environments within and outside the university, so becoming familiar with it is beneficial.

Your group is free to use other tools in addition to or instead of Teams, however, ensure that there is a group consensus on tool use and that you are not asking your group members to use a tool that may not be safe or ensure their privacy.

[TEMPLATE NOTE: The following links provide instructions and support to UWaterloo learners.

Replace with links to instructions created by and for your institution.]

Microsoft Teams: Set-up

- [Logging into Teams](#)
- Set up your notifications in Teams so you don't miss important communications and updates from your group members by [Managing your Notifications in Teams](#)

- To personalize your account a little more consider [Updating your Teams Profile Picture](#)
-

Help with Microsoft Teams

- Here is what to do if you get the [Third Party Cookies Error When Accessing Teams](#)
-

Working in Microsoft Teams

- [Send emails](#)
- [Create a private channel](#)
- [Start a channel conversation](#)
- [View channel activity](#)
- [Virtual meetings in Teams](#), [joining Teams meetings](#), and [change your background for a Teams meeting](#) (for added privacy)
- [Collaborate on files](#)

Collaborating in Word

O365's version of Word enables you to work collaboratively with your group on a shared document in realtime. This can be an efficient way to share ideas and create a collaborative document.

For some helpful information on collaborating see the document **How to Collaborate in Word**.

Other Collaboration and Project Tracking Tools

You are welcome to use other tools for collaborating, organizing your group member tasks and responsibilities, and tracking the project progress and timelines as long as all group members have access to and agree on the use of the external tool. As you allocate different roles and tasks to group members you may find it helpful to use a free project management/tracking tool to help you keep track of where the project is at and who is doing what, such as [Trello](#). If you have someone in your group who enjoys learning about new tools and/or who enjoys organizing and scheduling, one of their first tasks might be to identify and set-up a project and team management tool.

REFERENCES

Lewin, K. (1943). Psychology and the process of group living. *Journal of Social Psychology*, 17, 113-131.