Lab in Social and Educational Interventions
(Module YSS3335, Spring 2023)

- Instructor: Hae Yeon Lee, Ph.D.
- Email: haeylee@nus.edu.sg
- When: **Monday, Thursday 10:30 a.m. – 12:00 p.m.**
- Where: Elm College Classroom 14
- Office hours: Thursday 2:00pm – 5:00pm, and by appointment (at Saga RC1-01-04A, or via zoom)

Course Description

How can we leverage the power of social-psychological theories to address pressing problems in contemporary society? How can young learners be motivated to learn, achieve, and contribute to the real-world? This lab module introduces the interdisciplinary science of psychological interventions and behavioural change, with a particular focus on addressing social and educational problems.

The course will highlight foundational theories in intervention science and critically evaluate successful cases of psychological interventions with an eye toward identifying important design principles. Throughout the course, students will pursue a team project guided by required readings, class discussion, and lab workshops with peer students. The culminating lab projects will be an empirical research opportunity to develop a prototype of psychological intervention program that can effectively address a specific social or educational problem from a user-centered perspective.

Course Objectives

1. Students will be able to demonstrate critical understanding of the interdisciplinary literature on psychological interventions and behavioral change through reading and class discussion.
2. Students will be able to identify a pressing social and educational problem in society, develop a prototype of psychological intervention program, and assess its efficacy with target user groups.
3. Students will be able to collect and analyze data for the purpose of a pilot test of their intervention program.
4. Students will be able to present the core ideas and key design elements of their intervention prototypes through oral presentations and APA-style academic manuscript writing.

Required Texts

Weekly readings consist of a combination of selective book chapters and representative peer-reviewed journal articles.

> Walton, G. M., & Crum, A. J. (2022), *Handbook of wise interventions: How social psychology can help people change*. Guilford Press.

> Wilson, T. D. (2011). *Redirect: The surprising new science of psychological change*. Little Brown/Hachette Book Group.

Prerequisites

YSS2201 Introduction to Psychology and YSS2216 Statistics and Research Methods for Psychology.

Recommended module: YSS3278 Social Psychology.

Learning Components

We will work toward a goal of creating an intellectual community to exchange critical ideas and learn from everyone's proactive participation in class. To do so, the course is comprised of several learning components each week (as outlined below) to guide students to the paths of active learning.

a. Team Building

This course aims to facilitate collaborative project-based learning with a group of 2 to 3 people. On Thursdays (and some Mondays), class meetings will be used to build the team, develop ideas with team members, and support each other's learning to make meaningful weekly progress—namely, the ability to listen, delineate ideas, and design an intervention prototype with action-oriented research approach.

b. Assigned Readings

Students are expected to read all of the weekly assigned articles thoroughly prior to Monday class meetings. PDF files of the assigned articles can be found on Canvas. Students are encouraged to come up with one or two questions (or reactions) from their readings that can stimulate class discussion mostly on Mondays.

c. Lab Worksheets

With a goal of designing an intervention prototype and evaluating its efficacy with target users, students are required to report their empirical progress on lab worksheets. Worksheet templates will be posted on Canvas. Each lab worksheet will contribute to 5% of your final grade, and it will be used to exchange critical feedback on your team's intervention design and evaluation plan.

Worksheet #	Topics	Due date
1	Topic selection and problem analysis	Week 3, Jan 26
2	Literature review	Week 5, Feb 6
3	Intervention prototype design	Week 7, Feb 27
4	Ethics review application	Week 8, Mar 9
5	Survey design & pilot study plan	Week 10, Mar 20

d. Team Presentations

There are two team presentations: (1) design proposal (in Week 6); and (2) final report (in Week 13).

Each team will be given 20 minutes to present their project ideas and 5-10 minutes for questions and critical feedback. Successful presentations will (1) clearly define a target problem and a target user group, (2) summarize and draw meaningful insights from the relevant literature; (3) effectively introduce the core ideas of their intervention design, delivery mechanism, and evaluation plan; and (4) report qualitative and/or quantitative pilot study findings as initial efficacy evaluation with target users.

Other students will be invited to provide constructive peer feedback on a worksheet and submit this at the end of the class to verify their attendance and participation.

e. **Individual Project Paper**

As a culminating activity, students will work toward developing a final individual project paper (no more than 3,000 words, excluding References and Appendix sections).

The final paper must include the following sections: *background (introduction of a target problem and literature review), aims, research questions and hypotheses, methods (target users, procedure, intervention materials, measures, analysis overview and results), discussion*, and *references*. Feel free to use tables and figures for clarity. Students are strongly encouraged to engage in multiple rounds of revision before final submission.

All sources must be cited in the paper and you must include a reference list at the end of the assignment using APA style -- see the 2010 Publication Manual of the American Psychological Association (7th Edition): https://apastyle.apa.org/products/publication-manual-7th-edition.

Assignments and Grading

Course Grade Components:

Attendance	10%
Participation & peer feedback	10%
Lab project worksheet (5% x 5)	25%
Team presentation (15% x 2)	30%
Individual project paper	25%
Total	100%

Course Final Grading Scale

97 to 100	A+		77 to 79	C+
93 to 96	A		73 to 76	C
90 to 92	A-		70 to 72	C-
87 to 89	B+		67 to 69	D+
83 to 86	B		63 to 66	D
80 to 82	B-		60 to 62	D-
			Below 60	F

Grades are not curved. There are no exceptions. I hope that everyone will earn As, but the grade you get will be the grade you earn. There is absolutely no reason to come and argue for extra points - the posted grades are FINAL.

Course Schedule

	Date	**Topic**	**Assignment**
Week 1	Jan 9	Course Introduction	
	Jan 12	Team Building & Topic Selection	
Week 2	Jan 16	Foundations of the Social Psychological Approach to Intervention	
	Jan 19	**Lab worksheet #1**: Problem Analysis	
Week 3	Jan 23	*Lunar New Year Holiday (no class)*	
	Jan 26	Design Thinking in Wise Psychological Intervention	**Lab worksheet #1 due**
Week 4	Jan 30	Changing Beliefs about Learning and Achievement	
	Feb 2	**Lab worksheet #2**: Literature Review	
Week 5	Feb 6	Buffering Group Identity Threat	**Lab worksheet #2 due**
	Feb 9	**Lab worksheet #3:** Intervention Prototype Design	
Week 6	Feb 13	Intervention Prototype Design (cont'd)	
	Feb 16	**** Team Project Proposal Presentations ****	
	Feb 20/23	*Recess Week (no class)*	
Week 7	Feb 27	Promoting Interest and Purpose for Learning	**Lab worksheet #3 due**
	Mar 2	**Lab worksheet #4**: Ethics Review Application Draft	
Week 8	Mar 6	Rethinking Stress	
	Mar 9	Ethics Review Application Draft (cont'd)	**Lab worksheet #4 due**
Week 9	Mar 13	Resolving Intergroup Conflicts and Prejudice	
	Mar 16	**Lab worksheet #5**: Survey Design	
Week 10	Mar 20	Promoting Healthy Choices	**Lab worksheet #5 due**
	Mar 23	No class – Data Collection (FGI/Online Study)	
Week 11	Mar 27	No class – Data Collection (FGI/Online Study)	
	Mar 30	Progress Check-in & Peer Feedback	
Week 12	Apr 3	Data Curation & Analysis	
	Apr 6	Data Curation & Analysis	

Week 13	Apr 10	** Final Team Presentations **	
	Apr 13	Reflection & QnA for Manuscript Writing	
	Apr 17 – 21	Reading Week	
	Apr 24 – May 4	Exam Weeks	**Final Project Paper Due Apr 27 23:59PM**

Assigned Reading Lists

Week 1 – Introduction

Wilson, T. (2011). Ch. 1 Redirect: Small edits, lasting changes.

Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science, 23*(1), 73-82.

Week 2 – Foundations of the Social Psychological Approach to Intervention

Lewin, K. (1947). Group decision and social change. *Readings in Social Psychology, 3*(1), 197-211.

Garcia, J., & Cohen, G. L. (2013). A social psychological approach to educational intervention. In *The behavioral foundations of public policy* (pp. 329-348). Princeton University Press.

Week 3 – Design Thinking in Wise Psychological Intervention

Yeager, D. S., Romero, C., Paunesku, D., Hulleman, C. S., Schneider, B., Hinojosa, C., ... & Dweck, C. S. (2016). Using design thinking to improve psychological interventions: The case of the growth mindset during the transition to high school. *Journal of Educational Psychology, 108*(3), 374-391.

Week 4 – Changing Beliefs about Learning and Achievement

Dweck , C. S. & Yeager, D. S. (2022). Ch. 1 A growth mindset about intelligence. In Walton, G. M. & Crum, A. J. (Eds.) *Handbook of Wise Interventions*.

Wilson, T. D., & Linville, P. W. (1982). Improving the performance of college freshmen with attributional techniques. *Journal of Personality and Social Psychology, 49*(1), 287-293.

Week 5 – Buffering Group Identity Threat

Walton G. M. & Brady, S. T. (2022). Ch. 2 The social-belonging intervention. In Walton, G. M. & Crum, A. J. (Eds.) *Handbook of Wise Interventions*.

Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological Science, 25*(4), 943-953.

Week 7 – Promoting Interest and Purpose for Learning

Hulleman, C. S. & Harackiewicz, J. M. (2022). Ch. 4 The utility-value intervention. In Walton, G. M. & Crum, A. J. (Eds.) *Handbook of Wise Interventions*.

O'Keefe, P. A., Dweck, C. S., & Walton, G. M. (2018). Implicit theories of interest: Finding your passion or developing it?. *Psychological Science, 29*(10), 1653-1664.

Week 8 – Rethinking Stress

Crum, A. J., Handley-Miner, I. J., & Smith, E. N. (2022). Ch. 9 The stress-mindset intervention. In Walton, G. M. & Crum, A. J. (Eds.) *Handbook of Wise Interventions*.

Jamieson, J. P., Mendes, W. B., Blackstock, E., & Schmader, T. (2010). Turning the knots in your stomach into bows: Reappraising arousal improves performance on the GRE. *Journal of Experimental Social Psychology, 46*(1), 208-212.

Week 9 – Resolving Intergroup Conflicts and Prejudice

Wilson T. (2011). Ch. 8 Surely they won't like me—or will they?: Reducing prejudice.

Page-Gould, E., Mendoza-Denton, R., & Tropp, L. R. (2008). With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship. *Journal of Personality and Social Psychology, 95*(5), 1080-1094.

Week 10 – Promoting Healthy Choices

Bryan, C. (2022). Ch. 11 The values-alignment intervention: An alternative to pragmatic appeals for behavioural change. In Walton, G. M. & Crum, A. J. (Eds.) *Handbook of Wise Interventions*.

Thaler, R. H., & Benartzi, S. (2004). Save more tomorrow™: Using behavioral economics to increase employee saving. *Journal of Political Economy, 112*(S1), S164-S187.

Class Policy

Attendance/Academic Regulations on Absence

Students are expected to attend all classes. You must seek permission to be absent from class in the event of severe illness, significant family event (e.g., death/illness of family members), and other adverse circumstances. Unauthorized absences and excess authorized absences will impact students' participation grades.

Academic Integrity

Yale-NUS College expects our students to abide by the highest standards of academic integrity as a matter of personal honesty and communal responsibility. Acting with academic integrity requires that (a) students do their own work, (b) students not interfere with the work of others, (c) students accurately and honestly represent the content of their work, and (d) students properly attribute others' work. Violations of the College's academic integrity standards undermine both the community and the individual growth of students. Accordingly, they will be addressed with the utmost seriousness and sanctions ranging from grade penalties to expulsion. Examples of violations of academic integrity include plagiarism, copying or sharing homework answers, submitting work completed for one course as 'new' work for another course, or fabricating or falsifying research data.

For more information, please visit the Student Services website, Policies and Procedures section: https://studentlife.yale-nus.edu.sg/policies/academic-integrity/

The Yale-NUS Library provides resources on citations and plagiarism here: http://library.yale-nus.edu.sg/plagiarism/

Late Assignment Policy

Your assignment will be considered late if it misses the deadline without a VR note or Medical Certificate from a Doctor regarding your illness and health condition. For every late assignment, there will be a grading penalty, as your grade will go down by 2 points per 24 hours after the due date.

Please note the following from the Academic Regulations (p.19): "Students are expected to plan and manage their workloads, and to ensure they do not lose work through IT malfunction. Students are expected to submit work on or before the deadlines specified in the syllabi or as advised in class."

Laptop and Social Media Usage

Students can bring their own laptop, tablet, or mobile devices to class in order to take or refer to notes and reading articles. However, it is not acceptable to use these personal IT devices to check emails, news, and social media posts; or send text messages to other people during class time for non-academic purposes. This is relevant to both lectures and student-led presentation time. Please show your respect for the other students and the instructor.

Health and Wellness Contacts

If you experience undo stress, or feel you might benefit from private counseling, please contact the Yale-NUS Health and Wellness Centre. The Wellness Centre offers a wide range of enriching workshops and events to support students' wellness and health. You may also wish to reach out to Vice Rector within your residential college for support: https://studentlife.yale-nus.edu.sg/wellness/