

Intervention Science



Harnessing Psychology to Address Real-World Social Problems

SPSP Preconference • February 27, 2020 • New Orleans

Schedule

8:00 - 8:30	Breakfast & Check-In	Preconference: Celestin D Meals: Outside preconference room Poster Session: Celestin Foyer (12:30-1:15p)
8:30 - 8:40	Kate Turetsky Opening remarks	
8:40 - 9:10	Claude Steele The science of diverse community	
9:10 - 9:40	Nilanjana Dasgupta People and places that are social vaccines for underrepresented students in STEM	
9:40 - 10:10	Ana Gantman A behavioral science framework for understanding sexual assault on college campuses	
10:10 - 10:25	AM Coffee Break	
10:25 - 10:55	Eran Halperin Emotion focused interventions to promote support for peace in intractable conflicts	
10:55 - 11:25	Calvin Lai Reducing hidden biases in the lab and in the field	
11:25 - 12:15	Jenna Clark & Rahul Ladhania New research models for intervening at scale: Improving health through large-scale research partnerships	
12:15 - 1:20	Lunch & Poster Session: Lunch is served 12:15-1; Visit posters 12:30-1:15	
1:20 - 2:00	Early Career Data Blitz: Christina Bauer, Mitchell Campbell, & Lindsay Branham	
2:00 - 2:30	Valerie Purdie Greenaway <i>We know it works... now what?:</i> From interventions to institutional transformation	
2:30 - 3:00	Sarah Townsend The benefits of difference-education persist over time and across settings	
3:00 - 3:20	PM Coffee Break	
3:20 - 3:50	Rebecca Littman Intervening internationally: Intervention partnerships, design, and scaling-up in developing countries	
3:50 - 4:20	Linda Tropp Ambivalence about social relevance: Can our research have real-world impact? Should it? And are we the ones to do it?	
4:20 - 4:30	Beyond Conflict Intervention Science Poster Awards & Wrap Up	

Locations

Overview

This year's preconference brings together researchers interested in turning social psychology outward to understand and address pressing societal problems. This year, we will discuss the science of field-based interventions that address social issues where they occur: in classrooms, college campuses, communities, health-focused organizations, and other settings, both in the US and internationally.

Speakers

CLAUDE STEELE, Stanford University
The science of diverse community
csteele@stanford.edu

NILANJANA DASGUPTA, University of Massachusetts Amherst
People and places that are social vaccines for underrepresented students in STEM
nd@umass.edu

ANA GANTMAN, Brooklyn College
A behavioral science framework for understanding sexual assault on college campuses
ana.gantman@brooklyn.cuny.edu

ERAN HALPERIN, Hebrew University of Jerusalem
Emotion focused interventions to promote support for peace in intractable conflicts
eran.halperin@mail.huji.ac.il

CALVIN LAI, Washington University in St. Louis
Reducing hidden biases in the lab and in the field
calvinlai@wustl.edu

JENNA CLARK, Duke University Center for Advanced Hindsight
Some advanced hindsight on applied health research
jenna.clark@duke.edu

RAHUL LADHANIA, Behavior Change for Good Initiative, University of Pennsylvania
The mega study model for learning behavior change
ladhania@wharton.upenn.edu

VALERIE PURDIE GREENAWAY, Columbia University
We know it works... now what?: From interventions to institutional transformation
vjp12@columbia.edu

SARAH TOWNSEND, University of Southern California Marshall School of Business
The benefits of difference-education persist over time and across settings
sarahtow@marshall.usc.edu

REBECCA LITTMAN, Beyond Conflict & Massachusetts Institute of Technology
Intervening internationally: Intervention partnerships, design, and scaling-up in developing countries
rlittman@mit.edu

LINDA TROPP, University of Massachusetts Amherst
Ambivalence about social relevance: Can our research have real-world impact? Should it? And are we the ones to do it?
tropp@umass.edu

Early Career Data Blitz

CHRISTINA BAUER¹, Rafael Boemelburg², & Greg Walton²

¹Free University Berlin, ²Stanford University

Reframing refugees' identity as a source of strength and important skills enhances long-term academic engagement

We developed and tested a brief intervention that reframed refugees' stigmatized identity as agentic and resourceful, not weak and deficient. The intervention boosted refugees' engagement at an online-university, as compared to controls: Over one year, refugees logged in 23% more often on the learning platform, which further predicted an increase in course completions.

MITCHELL CAMPBELL¹, Sohad Murrar², & Markus Brauer¹

¹University of Wisconsin–Madison, ²Governor's State University

Using descriptive social norms to improve intergroup outcomes

Descriptive social norms interventions have been used to reduce teen drug use, increase conservation, etc. In four large experiments in college classrooms, we tested whether providing information about pro-diversity norms would alter intergroup attitudes and behaviors. There was consistent evidence that social norms information improved intergroup outcomes, including reducing the achievement gap.

LINDSAY BRANHAM

University of Cambridge

Virtual immersive contact: A field experiment to reduce prejudice and discrimination in Central African Republic

This study explores the efficacy of Virtual Immersive Contact through virtual reality (VR) technology to reduce prejudice and discrimination towards the Muslim minority in Central African Republic.

Poster Presentations & Award Competition

Join our 24 poster presenters from **12:30-1:15 PM in the Celestin Foyer** to learn about their exciting intervention research. This year's poster award competition is sponsored by Beyond Conflict, an evidence-based, global non-profit working for positive social change. The 2020 Beyond Conflict Intervention Science Poster Award winner will receive a \$100 prize, and two presenters will receive \$50 Honorable Mentions. Awards will be announced during the closing remarks at 4:20pm. Beyond Conflict is excited to show their support for researchers engaged in intervention science!

NICOLE ABI-ESBER¹, Mike Yeomans¹, Alison Wood Brooks¹, & Jonah Berger²

¹Harvard Business School, ²The Wharton School of the University of Pennsylvania

Plan ahead: Topic brainstorming leads to better conversations

Conversations are a ubiquitous part of our social worlds. We attempt to achieve many goals in conversations: enjoying ourselves, being productive, and managing others' impressions of us-- but we know very little about how to best achieve these goals. In this project, we present a promising intervention: brainstorming topics ahead of time leads to more conversational enjoyment and productivity.

MARGUERITE BEATTIE¹, Hanna Konttinen¹, Salla-Maarit Volanen^{1,2}, & Nelli Hankonen¹

¹University of Helsinki, ²Folkhälsan Research Center

Who practices mindfulness after an intervention? Latent profile analyses of social cognitive responses

Among adolescent participants of a school-based mindfulness intervention, latent profile analyses identified five different subgroups of mindfulness practice frequency trajectories and social cognition about mindfulness practice. Some of these subgroups were more frequently found in certain demographic groups than in others, suggesting that tailoring could improve intervention equity.

ALEXANDRA BEAUCHAMP, Su-Jen Roberts, & Craig Piper

Wildlife Conservation Society

Informal science institutions: An opportunity to improve science attitudes

This project explores how informal science institutions, particularly zoos, can improve public science attitudes. Researchers used two studies to explore visitors' perceptions of zoos as science communicators and how signage can improve willingness to engage with science. Findings indicate that people see zoos as accessible, friendly places for science learning and can increase science engagement.

KRISTEN BLACK & Man Yu Li

University of Louisiana at Lafayette

The effects of a multiculturalism intervention

The United States of America is often thought of as a place of opportunity and freedom. However, the recent surge in acts of violence motivated by intergroup biases show otherwise. The current

study will develop a virtual multiculturalism intervention and assess how such intervention may improve individuals' overall multicultural competence.

ALEXANDER BROWMAN¹, Ryan Svoboda², & Mesmin Destin²

¹Boston College, ²Northwestern University

Promoting academically motivating identities among low-socioeconomic status youth: An interactive role model intervention

We show that low-SES youth's beliefs about the likelihood of attaining mobility affects the extent to which they envision futures that hinge on education, which ultimately predict their academic intentions and performance. We then present a novel intervention for promoting the adoption of education-dependent futures among low-SES youth: highlighting multiple viable school-based paths to mobility.

STEPHANIE CARPENTER¹, Jamie Yap¹, Cho Lam², David Wetter², & Inbal Nahum-Shani¹

¹University of Michigan, ²University of Utah

Emotions impact engagement among smokers during a quit attempt

Two mobile health observational studies revealed that smokers experiencing specific high intensity negative emotions (e.g., angry, irritable) were less likely to complete a study assessment delivered within the next 3 hours. These findings suggest that proximal emotions critically impact engagement among smokers during a quit attempt.

EMILY N. CYR¹, Jacob D. Pavicic¹, Hilary B. Bergsieker¹, Tara Dennehy², Seth Mahon¹, Stephen Wright³, & Steven Spencer⁴

¹University of Waterloo, ²University of British Columbia, ³Simon Fraser University, ⁴The Ohio State University

Open to everyone: PRISM interventions reduce boys' gender bias and improve girls' anticipated fit in STEM

Adolescent boys (Ns = 88, 289, 327) who did a values affirmation, saw a latent ability video, and discussed how stereotypes conceal girls' abilities (vs. control) had improved beliefs of girls' STEM abilities. Girls (N = 257) who discussed communal value fit in STEM and watched a near-peers' STEM fit video (vs. control) had higher anticipated fit, efficacy and interest in STEM career trajectories.

MATTHEW EASTERBROOK¹, Marlon Nieuwenhuis², Kerry Fox³, Peter Harris¹, & Robin Banerjee¹

¹University of Sussex, ²University of Twente, ³University of Brighton

The content of self-affirmation essays: Results from a large self-affirmation trial targeting 15-16-year-old school pupils in England who are eligible for free school meals

Results from a large randomised control trial (N = 5059) of self-affirmation exercises in 29 English schools found a small positive effect of the self-affirmation on exam results of 15-16-year-old pupils eligible for free school meals, but the effect was much stronger for pupils wrote essays that were coded as being very self-affirming and/or self-reflective.

ISAAC HANDLEY-MINER, Erik Santoro, Eric Smith, & Alia Crum

Stanford University

Does intervening on meta-mindsets promote more durable mindset change than intervening on domain-specific mindsets?

Adopting the mindset that stress is enhancing can improve work performance, mental health, and hormonal stress responses. Targeting meta-mindsets—e.g., the belief that one’s mindsets are self-fulfilling and controllable—may offer people more agency over their stress mindsets, fortify them against non-adaptive mindsets, and allow for a more ethical approach to stress mindset interventions.

NELLI HANKONEN¹, Minttu Palsola¹, Tommi Vasankari², Vera Araujo-Soares³, Falko Sniehotta³, & Ari Haukkala¹

¹University of Helsinki, Finland, ²UKK Institute, Finland, ³University of Newcastle, United Kingdom

Does a school-based intervention based on social psychological theories and co-design increase physical activity? The Let’s Move It cluster-randomised trial

A school-based intervention to promote physical activity among older adolescents was designed based on social psychological theories. A cluster-randomised trial (n=1106) found no effects on objectively measured activity, except for light physical activity, nor the mediators. Methodological and conceptual challenges in development and evaluation of behaviour change interventions are discussed.

RAYLENE LUNA¹, Nicole Duong², & Viviane Seyranian¹

¹California State Polytechnic University, Pomona, ²Claremont Graduate University

Contextualizing social psychological interventions

This poster delineates the iterative intervention design and contextualization model as a methodology to contextualize interventions to address social and cultural experiences of differing populations and provides case studies of successes and failures.

JENNIFER MCCABE

Western Washington University

Overcoming barriers to perinatal mental health care: Feasibility of a text message intervention

This project is in early stages of study design, with the primary goal evaluating the feasibility of an intervention that utilizes non-traditional treatment methods to address barriers to perinatal mental health care. I will collect information to identify issues that I need to address prior to completing a larger, controlled trial. Data collection is scheduled to begin in Spring 2020.

SALLY MERRITT¹, Aline Hitti², & Laurie O’Brien¹

¹Tulane University, ²University of San Francisco

Female STEM role models for diverse girls

Girls in science workshops led by female role models (RM) wrote about their favorite or first leader. All had increases in science identity. RM identification was strong and associated with increases in science identity. Girls in the favorite leader condition focused on RM competence and

supportiveness. Underrepresented minority girls identified more with RM than well-represented girls.

KATLYN MILLESS¹, Maya Godbole¹, Brianna Donaldson², & Catherine Good^{3,1}

¹The Graduate Center, City University of New York, ²American Institute of Mathematics, ³Baruch College

What is math? Shaping teachers' mindsets and views of math as a discipline through participation in Math Teachers' Circles

Participation in Math Teachers' Circles, an intervention aimed at shaping K-12 math teachers' view of math, resulted in shifts toward healthy mindsets and pedagogy. Specifically, the MTC intervention led to teachers' increased belonging to and identification with math. This, in turn, led to higher endorsement of mastery (rather than performance) goals, mistake-making, and math confidence.

ARIANA MUNOZ-SALGADO¹, Taylor Ballinger², & Jennifer Crocker²

¹University of Michigan, ²The Ohio State University

It's Black and White: Expanding who benefits from diversity in order to increase support for diversity efforts

This research examines whether Whites become more supportive of diversity efforts and more interested in interracial interactions after learning about how diversity can benefit Whites (vs. racial minorities). We also tested how the framing of a diversity message impacts Whites' support for diversity efforts by manipulating whether the benefits were described using a concrete or abstract construal.

YEJI PARK, Katherine Milkman, Angela Duckworth, Dena Gromet, Joseph Kay, & 35 other scientists

University of Pennsylvania

A mega-experiment promoting lasting exercise habits in 24 Hour Fitness gym members

We conducted a "mega-study" comprised of 20 preregistered field experiments (N=62,746) aimed at promoting lasting exercise habits. 53 different digital behavioral science interventions were compared against a placebo control involving immediate payment of \$1.08. Compared to the placebo control, participants visited the gym more frequently in 30 of the interventions during the intervention period.

MIAO QIAN¹, Gail Heyman², Paul Quinn³, & Kang Lee⁴

¹Harvard University, ²University of California, San Diego, ³University of Delaware, ⁴University of Toronto

Every face has a name: Individuation reduces racial bias

The tendency to view outgroup members as exemplars of a homogeneous category rather than as distinct individuals is one factor that underlies intergroup biases. Across 6 studies, we investigated the effectiveness of an individuation approach to reduce children's implicit racial biases and specify the parameters that will allow the promise to be fulfilled.

LAUREN REPERT, Greta Poler, & Catherine Sanderson

Amherst College

Web-based mental health interventions targeting mental health stigma and treatment seeking behaviors of college students

This study examined the effects of web-based educational interventions to reduce barriers to help-seeking and increase help-seeking behavior of college students. Students were assigned to a perfectionism intervention, a social belongingness intervention, or a control condition. Interventions lowered public stigma and increased help-seeking behavior, which varied with intervention and class-year.

PETER RUBERTON¹, Geoffrey Cohen², Valerie Purdie Greenaway³, Josh Smyth¹, Jackson Harper¹, & Jonathan Cook¹

¹The Pennsylvania State University, ²Stanford University, ³Columbia University

A longitudinal study of affirmation and belonging interventions among Ph.D. students

Attrition from graduate school is a considerable and growing problem among Ph.D. students, but little research has examined the psychological reasons that students leave. Using an EMA approach, this research examines the day-to-day psychological experiences of Ph.D. students and tests two interventions (values affirmation, belonging) intended to mitigate attrition.

CLAIRE SANDMAN¹, Linnea Ng², & Mikki Hebl²

¹Cornell University, ²Rice University

The effect of active shooter training on stress and stigma

I examine the effect an active shooter training has on employee stress, and whether that leads to an increase in mental illness stigma. This research provides evidence that certain active shooter training is not increasing stress or stigma but is increasing content knowledge. Additionally, people are making an incorrect and overgeneralized link between mass shootings and mental illness.

SAMANTHA STEVENS¹, Peter Ruberton¹, Geoffrey Cohen², Valerie Purdie Greenaway³, & Jonathan Cook¹

¹The Pennsylvania State University, ²Stanford University, ³Columbia University

A preliminary examination of an image-based, smartphone intervention on doctoral students' psychological experiences

As part of an ongoing, longitudinal field study, Ph.D. students completed a novel, image-based intervention or control exercise at the end of their first year using their smartphones. Controlling for any effects of earlier interventions, results revealed less belonging uncertainty in the intervention conditions (affirmation or belonging) relative to the control, particularly for male students.

H. ANNIE VU, Claudia M. Pinzon, & Luis M. Rivera

Rutgers University - Newark

Does self-affirmation improve academic performance via ingroup self-esteem?

One experiment tests the hypothesis that self-affirmation will improve course performance by increasing ingroup self-esteem. Throughout the semester, we manipulated self-affirmation and

measured self-esteem and performance. Our findings hope to support self-affirmation interventions in higher education and provide insight into the psychological resources that promote self-affirmation effects.

ELIZABETH WEITZ¹, Juan Ospina², & Gregory Walton¹

¹Stanford University, ²Ohio State University

Helping students and teachers connect reduces disciplinary citations and recidivism among students returning to school from juvenile detention

For children who come into contact with the criminal justice system, a critical juncture occurs when they return to school. A field experiment (N=47) found that a brief exercise helping students think about their goals and values and a letter in which they introduced themselves to an adult they choose to support them reduced disciplinary citations and recidivism to juvenile detention.

DEBORAH WU¹, Kelsey Thiem², & Nilanjana Dasgupta¹

¹University of Massachusetts Amherst, ²Ball State University

The long-term impact of female peer mentors for women in engineering from first-year through graduation

We examined the long-term impact of peer mentorship for college women in engineering. Women were assigned a female mentor, a male mentor, or no mentor for 1 year, and were followed up each year through college graduation. Female peer mentors protected women's belonging, self-efficacy, motivation, and advanced degree intentions in engineering through graduation, years after the mentoring ended.

Preconference Sponsor: Beyond Conflict

We thank this year's preconference sponsor, Beyond Conflict, for their generous support of the 2020 Intervention Science Poster Award Competition. Beyond Conflict is an evidence-based, global non-profit working for positive social change. Find out more about Beyond Conflict by visiting their website, www.beyondconflictint.org, and social media accounts, @Beyond_Conflict and @BeyondConflictInt.



Organizers

KATE TURETSKY, Princeton University

REBECCA LITTMAN, Beyond Conflict & Massachusetts Institute of Technology

VALERIE PURDIE GREENAWAY, Columbia University