

FE '00  
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CHAMINADE UNIVERSITY  
Waimea, Hawaii

Accelerated Fall 2000

Psy 411 *bw* Psychology of Small Groups  
Instructor Peggy Moody, Ph.D.  
Office Hours Half hour before class time  
Phone 775-1020  
Text Johnson, D.W. & Johnson, F.P. (1999) *Joining Together: Group Theory and Group Skills (7th Edition)*. Boston: Allyn and Bacon Publishing.

COURSE DESCRIPTION

This course experientially and systematically explores behavior as a function of factors operating in groups. It introduces you to group dynamics, principles in group leadership and decision-making. This class reviews different types of groups and their applicability in our lives. We will also assess cultural variables as they affect group dynamics.

As students, you will get "hands on" experience leading and participating in various groups provided by me and your class projects. The applications of these skills will be as diverse as you who are in the class. We will look at and get experience dealing with educational settings, understanding jury processes, and learn about therapeutic group processes.

COURSE OBJECTIVES

I, as instructor, will:

- \* help you gain familiarity with theories, factors (especially cultural influences), and terminology of group process;
- \* raise your curiosity regarding the mysteries of human phenomena (e.g., group consciousness, how our mind heals our body);
- \* facilitate group experiences relevant to the chapter goals (e.g., leadership, decision-making) so that you learn from practice;
- \* help you learn to assess and constructively critique your own and others' developing skills.

You, as student, will demonstrate the following objectives through class discussion, group participation, course journal, and a group presentation:

- \* an understanding of content and process concepts used in each type of group structure;
- \* an awareness of group participation styles and gain further insight into your own approach to groups in general;
- \* how to constructively critique yourself and peers;
- \* how to lead a group of your choosing to demonstrate integrated knowledge of the theoretical and experiential aspects of group process.

COURSE SCHEDULE



## STUDENT RESPONSIBILITIES AND ASSIGNMENTS

**Class Attendance:** Class is for you. More specifically to this course, your attendance affects others' participation and grade due to the intensive experiential nature of this class material. Being on time is also crucial. We can't wait for your late arrival. *More than one absence automatically lowers your earned grade by one grade. More than two absences results in an incomplete or fail (depending on the situation).* To clarify your commitment to the course, you will be signing a Learning Contract (provided on the first day of class).

Anytime you are absent, your group structure will be affected. Therefore if you know you will be absent, **you must alert your group members** (phone numbers will be collected during the first class). Failure to do so is a form of disrespect (and will result in minus points in the class grade).

**Assignments:** You can best prepare for class meetings by reading the assigned material in advance and keeping your weekly journal.

- \* **Journals** will be collected each week (loose leaf notebooks are suggested). Entries count for 10 points (7 weeks = 70 points).
- \* You will self-assess your **daily group participation** at the end of each exercise (total of 5 per assessment x 7 weeks - 35 points). I will also assign points each class for my impression of your participation (10 points x 7 = 70).
- \* Five **peer critiques** (5 points each) will be required to help you assess other group members as they present their projects at the end of the course (critique forms will be provided by me). (Total points = 25).

**Class Project:** You will be responsible for leading a group exercise/experience which incorporates your knowledge from the course. You may choose the type of group exercise you wish to lead. Presentations are 15 minutes. Guidelines will be provided at the beginning of the course. Part of this project grade stems from my critique (25 points possible), part from peer evaluations (5 points possible), and part from self-evaluation (20 points possible). Again, forms will be provided for these critiques. This leadership project = 50 points).

**Final Reflection:** There will be NO exams covering course material. Your grade will be assessed throughout the semester via participation and journal reflections which will be investigating the theory and how you are actively learning book material. The final entry, or reflection will consist of 5 questions, and will be due during the final class (total = 50 points).

## GRADING

The breakdown of points is as follows:

JOURNAL (10 pts per entry x 7)	70 pts	90-100%	(270-300) = A
PARTICIPATION: mine (10 pts x 7)	70	80-89%	(240-269) = B
yours (5 pts x 7)	35	70-79%	(210-239) = C
PROJECT (outlined above)	50	60-69%	(180-209) = D
FINAL REFLECTION	50	Below 60%	( >180) = F
PEER CRITIQUES (5 pts x 5)	<u>25</u>		
	<b>Total 300</b>		

## COURSE SCHEDULE

WEEK	DATE	ASSIGNMENTS
1	2 Oct 00	Introduction to course; Ch 1: Group Dynamics and Ch 2: Experiential Learning; forming class groups
2	9 Oct	Discoverer's Day Ch 3: Group Goals and Social Interdependence and Ch 4: Communication within Groups; experiential exercises; Journal 1 due.
3	16 Oct	Ch 5: Leadership and Ch 6: Decision-making; experiential exercises; Journal 2 due.
4	23 Oct	Ch 7: Controversy and Creativity and Ch 8: Conflicts of Interest: experiential exercises; Journal 3 due.
5	30 Oct	Ch 9: The Use of Power and Ch 10: Dealing with Diversity; experiential exercises; Journal 4 due.
6	6 Nov	Ch 11: Leading Learning and Discussion Groups and Ch 12: Leading Growth and Discussion Groups; experiential exercises; Journal 5 due.
7	13 Nov	Ch 13: Team Development; experiential exercises; Journal 6 due; discuss and prepare for STUDENT LEADERSHIP PRESENTATIONS.
8	20 Nov	Begin STUDENT LEADERSHIP PRESENTATIONS; Journal 7 due.
9	27 Nov	Continue STUDENT LEADERSHIP PRESENTATIONS; receive 5 <b>final reflection questions</b> (due final class); <b>peer critiques</b> may be handed in.
10	4 Dec	Finish STUDENT LEADERSHIP PRESENTATIONS; hand in 5 <b>final reflection questions</b> ; and 5 <b>peer critiques</b> ; FEAST celebration while we discuss overall reactions to the course (based on answers to reflection questions). Faculty evaluation forms.
11	11 Dec	If we vote to NOT meet on Discoverer's Day, this will be our last class--adjust assignments accordingly.