

Chaminade University of Honolulu
2005 Spring Evening Course Syllabus

COURSE NAME AND NUMBER: **PSY 411, Psychology of Small Groups**

CREDIT HOURS: **3**

TIMES AND LOCATIONS: **Fridays, 5:30 – 9:40 pm at Holy Family Catholic Academy**

INSTRUCTOR: **Frank Palacat**

OFFICE: **UH – Windward Community College; Na'auao 120;**

COMMUNICATIONS:

Phone: **236-9219**

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OFFICE HOURS: **MWF: 9:30–10:30am, T: 12:30-1:30pm**, and by appointment

2004 – 2005 CATALOG COURSE DESCRIPTION

This course reviews behavior as a function of factors operating in groups, especially in face-to-face contact. Assessment of principles of group dynamics, alternative techniques for leadership, organization, and control.

PREREQUISITE: *PSY 101- General Psychology.*

I. STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will demonstrate an understanding of:

1. The formulation, implementation, and closure of a small group experience
2. The ability to analyze a group experience in reference to the content of that experience
3. The ability to analyze a group experience in reference to the process of that experience
4. Small group dynamics and concepts relating to group experience
5. Similarities and differences in small groups and teams
6. Diversity within the small group experience
7. The scientific method relative to small groups
8. Research within the context of small groups

II. COURSE REQUIREMENTS:

To assess student learning outcomes each student will do:

A. GROUP PROJECT (300pts or 30% of total grade):

The instructor will assist in the formation of “huis” or small groups within the class. This will be your workgroup for the duration of the quarter. Each hui will develop and present a project to the rest of the class. Additional instructions and guidelines will be discussed and decided in class. Time for the huis to work on the project will be allotted in class (though your hui may benefit from meetings outside of class, if your hui so chooses). The group projects will be presented on the last session of the quarter, **June 10, 2005**. This is the single most important activity over the course of the quarter. *The grade (up to 100 pts) will be earned on an individual basis: by the instructor, based on individual participation and performance, Up to 100 pts will be earned on an individual basis from fellow hui members. The other third of the grade (up to 100 pts) will be earned as a hui: it will be assessed through recommendations from the other huis, based on effort, effectiveness, participation, and performance as a group.*

B. “My Groups” PORTFOLIO (200 pts or 20% of total grade):

Specific instructions and rubric will be provided in class. Each week the student will write a reflective journal entry documenting a topic discussed in class or in the text. The student will identify a term, topic, or theory, operationally define that term, topic, or theory, and apply that term, topic, or theory to groups within their own life (IE: school, work, family, friend, academic, athletic, etc.). Each journal entry must be a reflection of a different group, a different term, topic, or theory, and a different class/chapter. For each journal entry, you must provide an artifact, or reflective tool, that represents that group process. To be successful in this segment of the course, students need to start early and work each week to complete this project. It is **due by June 3, 2005**. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.**

C. LEADERSHIP EXPERIENCE (200 pts or 20 % of total grade)

This is your final exam. You will develop, administer, and lead an actual group experience (counseling, workshop, activity, etc.) with the rest of the class. Logistics (type of group), group content (demographics), and group processes (leadership and participation) will be developed by you, and approved by the instructor. Do not worry if you do not know how to form a group experience; that is why you are here. Additional directions, knowledge and direction of how to form and administer groups will be provided in class. Try to decide early what kind of group you would like to lead/facilitate and keep this project in mind throughout the quarter as you collect ideas and resources.

The group experiences will be administered over the 8th and 9th sessions of the quarter. The dates which each student will lead their group experience (**May 27-June 3, 2005**) will be assigned randomly, so everyone be prepared on May 27. The activities will be dependent upon the nature of the group experience that is developed.

D. MID-TERM GROUP ANALYSIS (100 pts or 20 % of total grade):

Consider a group in which you have been a member; provide a thorough analysis of the content and process of this group. Describe the essential elements of the initial organization, development, and progression of this group. Remember to address such dynamics as group type, formation, team-building, transitioning, working, and closure; communication, individual vs. group perspectives, group vs. team perspectives, and skills as members, leader-members, and co-leader-members; power differentials, hidden agenda, group think and polarization, social loafing, conflict, creativity, the effect of diversity (cultural, racial, ethnic, socio-economic, religious, educational level, gender, lifestyle differences), and group-related ethics (do no harm, beneficence, dual relationship, confidentiality, interpersonal relationships).

The paper must be APA style, three to five pages (no less than 3 and no more than 5; not including title and reference pages), double spaced with 1-inch margins, using 12 point New Times Roman font. You must provide the text and at least one other reference in your bibliography. This is your midterm; it is intended to assess your level of understanding of group content and process. This paper is due at the 6th class session on **May 13, 2005**.

E. CLASS ACTIVITIES/ PARTICIPATION/ ATTENDANCE (200 pts or 20% of total grade):

Each student is expected to participate in specific activities each week. Activities are designed to complement information in the text and to assist you and your hui in preparing your own group experience for the class. (see A. above). Most individual activities will require preparation outside of class and sharing the work product in class group discussion. It is important to **plan ahead**; make certain you read the corresponding chapters and complete the work required outside of class so you are ready to share with the class when the topic is discussed. Because

the activities are planned in-class group learning opportunities, there are no make up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute her or his share to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need **to participate**.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Long-term unexcused absence may lead to loss of financial aid. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated.

III. **MODE OF INSTRUCTION***:

Lectures, discussions, assigned readings, participation, group projects, community field observations, role-playing, and peer teaching. Although the main concepts in statistics will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

***What to do if you have a learning difficulty or disability**

If you have a learning problem or disability (difficulties in one or more of the following: reading, writing, spelling, hearing, speaking, seeing, attention, concentration, or other) please let me know at the beginning of the semester. Do the same if English is your second language. Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. Don Kopf, 735-4845** or **Dr. June Yasuhara, 739-4603**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

IV. ASSESSMENT:

<u>Source</u>	<u>Possible Points</u>
Group Project/ Presentation =	300 points
“My Groups” Portfolio =	200 points
Leadership Experience =	200 points
Midterm Group Analysis =	100 points
Participation in Class Activities =	200 points
Total =	1000 points

900 - 1000 points	= A
800-899 points	= B
700- 799 points	= C
600 - 699 points	= D
<600 points	= F

V. TEXTBOOK:

Johnson, D.W. and Johnson, F. P. (2003). *Joining Together: Group Theory and Group Skills*, 8th ed. New York: Allyn & Bacon.

Tentative Schedule

<u>Dates:</u>	<u>ACTIVITY</u>	<u>CHAPTERS</u>
April 8 th	Introduction Group Dynamics Guidelines for Creating Effective Groups	1 14
April 15 th	Experiential Learning Group Goals, Social Interdependence, and Trust	2 3
April 22 nd	Communication Within Groups Leadership	4 5
April 29 th	Using Power Decision Making	6 7
May 6 th	Controversy and Creativity Managing Conflict of Interests Valuing Diversity	8 9 10
May 13 th	Learning and Discussion Groups Leading Growth and Counseling Groups <i>Mid-Term Group Analysis Due</i>	11 12
May 20 th	Team Development, Team Training <i>Question and Review for Leadership Presentations</i>	13
May 27 th	Leadership Experiences	
June 3 rd	Leadership Experiences Portfolio Sharing (<i>Portfolios Due</i>)	
June 10 th	Group Project Presentations	

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.