University of Waterloo
Department of Psychology
PSYCH 342: The Psychology of Groups and Teams
Winter 2023
Tuesdays & Thursdays 8:30-9:50 AM
PAS 1241

Instructor and TA Information
Professor: Wendi L. Adair
Office: 4046 PAS
Office Hours: Thursdays 12:00-1:00 pm
Phone: 519-888-4567 x38143
Email: wladair@uwaterloo.ca

Please include "Psych 342" in the subject line of all course related emails. I encourage you to ask me questions in lecture, come to my office hours, and offer constructive feedback about the course. To ask questions via email, please email your TA for a rapid response. Your questions help TAs learn to be educators, and email offers a good way for them to field questions in this course; they will forward questions to me as needed.

TA: Allister Grapes
Email: agrapes@uwaterloo.ca
Office: PAS 4238
Office Hours: Tuesdays 10:00 -11:00 am

Purpose
This course covers theory and research pertaining to the psychology of group and team processes and performance. We will examine human behavior in groups of various sizes (from dyads to entire cultures), from theoretical, empirical, and applied perspectives. Topics to be covered include how to define a group, what factors affect group development, and how key internal and external variables impact group process and performance.

In this course students will develop knowledge and skills to analyze both scholarly and practical group-related issues in both oral and written forms. The course format includes both lecture and experiential components that illustrate real-world applications.

Students will work in a 4-6 person team throughout the term on a variety of experiential exercises, written assignments, and presentations, receiving developmental feedback from both teammates and the instructor.

Learning Objectives: Upon completion of the course, students will be able to:
1.   Understand and discuss major theories in the psychology of groups and teams literature.
2.   Identify and evaluate design and measurement considerations in groups/teams research.

3.   Explain the basic characteristics of groups/teams and the factors that influence their formation, development, and performance.
4.   Identify major groups/teams content constructs, such as cohesion, norms, and power.
5.   Explain major groups/teams process constructs, such as decision-making, creativity, and conflict management.
6.   Apply concepts learned to analyze and improve real-world groups/teams challenges.
7.   Intellectually discuss both academic and practical groups-related issues in both oral and written formats.

Course Requirements and Grading

Assessment	Due Dates	Weighting
Class Participation	All term	10% (instructor and TA assessment)
Team Engagement	All term	10% (peer assessment)
Midterm Portfolio	Tues Feb 16	25%
Final Portfolio	Thurs March 23	25%
Team Project Presentation	Tues April 4	30%
Optional Extra Credit	All term	3%
	TOTAL	100% Maximum

Class Participation & Team Engagement (All Term): Students are expected to have completed assigned readings before class and to participate fully in all activities and assignments in the classroom and in their team. The instructor and TA will regularly assess students' level of engagement in class discussion and exercises. All students will rate their teammates on level of participation, engagement, and contribution at the end of the term.

Individual Portfolio Assignments
You will complete four individual 500-word writing assignments that will be submitted in a Midterm Portfolio (assignments 1 & 2) and a Final Portfolio (assignments 3 & 4). For each assignment, you will be asked to reflect on your experiences in class and demonstrate your learning by applying concepts from the course readings. Specific questions and topics to reference in your analyses will be provided.

All written assignments should be submitted electronically using the course website on Learn. All papers should follow APA formatting guidelines:
- 12 pt. Times New Roman font
- Double-spaced with 1" margins on all sides, Page numbers upper right-hand corner
- Reference section, tables, figures, and appendices using APA format
- See Purdue Owl on-line for APA Formatting and Style Guide

Team Project & Presentation
Your team project is to conduct an ethnography of a team or group. Ethnography is a qualitative method for collecting data through observations and interviews, which are then used to draw conclusions about how groups and individuals function.

2

In your assigned team, you will select a group or team outside of this class that you can analyze through observation, interviewing group/team members, or both (e.g. a sports team, a lab group, a project team, an organizational unit). As ethnographers, your job is to convey the essence of this group/team to the class in a 10-15 minute presentation using PowerPoint slides. Your ethnography will have some required (e.g. type of team, member roles and responsibilities) and some optional (e.g. communication norms, performance metrics) content.

You will have time to work on your project during class and in homework assignments, and there will be two opportunities to consult with the instructor about your project. In place of a written paper, you will hand in your presentation slides along with your notes/script for the presentation.

More details about this project will be provided in class on Thursday, January 19.

Course Materials and Rules
Textbook: Forsyth, D.R. (2019). *Group dynamics, 7th Edition*. Belmont, CA: Wadsworth, Cengage Learning. The textbook is available in both hard copy and electronic format from the bookstore. There will also be a copy of the textbook available on reserve at the library. You may use earlier versions of the textbook, but it is your responsibility to read the proper chapter content as assigned and pay attention to newer content presented in lecture.

LEARN: Lecture slides, course dates, announcements, and any additional course materials will be posted on LEARN (https://learn.uwaterloo.ca). Any changes to the schedule of lectures and assigned readings will be posted on LEARN. Students are responsible for checking LEARN and their official university email address regularly for course updates.

Late Assignments: Unless specified otherwise, all assignments are due by start of class (8:30 am) on assigned due date.

Missed Class. Students who are ill should notify the instructor by completing the Verification of Illness form or a self-declared absence form through the Arts Accommodations and Illness page. This page has links to self-declare COVID-19 absences and 48-hour self-declared absences on Quest, as well as to submit a VIF.

Students who miss class due to a family emergency should let the instructor know as soon as possible. **Students are responsible for letting teammates know if they are unable to attend class and participate in a team activity.**

Team Assignments: All team members are expected to contribute to in-class team activities and your team project throughout the term. All team members will receive the same grade for the team project.

Weekly Outline and Readings

* = In-class team activity

Date	Topic & In-class Activities	Readings	Assessments
Tues. Jan 10	Course overview	Chapter 1	
Thurs. Jan 12	Introduction to Groups & Teams Methods for Studying Groups	Chapter 1 cont. & Chapter 2	
Tues. Jan 17	Inclusion and Identity	Chapter 3	
Thurs. Jan 19	Group Formation Team project details	Chapter 4	
Tues. Jan 24	*Meet your team *Team exercise		
Thurs. Jan 26	Teams	Chapter 11	
Tues. Jan 31	*Team exercise	Chapter 5	
Thurs. Feb 2	Cohesion and Development Group Structure	Chapter 6	Write Midterm Portfolio #1
Tues. Feb 7	*Teamwork simulation	Chapter 10	
Thurs. Feb 9	Group Performance Influence in Groups	Chapter 7	Write Midterm Portfolio #2
Tues. Feb 14	*Teamwork simulation	Chapter 8	
Thurs. Feb 16	Leading Groups	Chapter 9	Hand in Midterm Portfolio
	Reading Week		
Tues. Feb 28	Team project consultation 1	Work on team project	
Thurs. Mar 2	Decision Making *360 Team feedback part 1	Chapter 12	
Tues. Mar 7	*Teamwork simulation	Work on team project	
Thurs. Mar 9	Conflict Intergroup Relations	Chapter 13	Write Final Portfolio #3
Tues. Mar 14	*360 Team feedback part 2	Work on team project	

Thurs. Mar 16	Intergroup Relations Communication in Teams	Chapter 14	Write Final Portfolio #4
Tues. Mar 21	*Teamwork simulation	Work on team project	
Thurs. Mar 23	Groups in Context	Chapter 15	Hand in Final Portfolio
Tues. Mar 28	Team Project Consultation 2	Work on team project	
Thurs. Mar 30	Growth and Change Crowds & Collectives	Chapters 16 & 17, skim	
Tues. April 4	Team Presentations		Hand in PPT slides with script/notes
Thurs. April 6	Team Presentations & Wrap-up		Team Peer evaluations

Sona Participation and Research Experience Marks
Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. For Winter 2023, credits will be permitted to be earned with half from online, and the other half (1.5) from In-lab or Remote Access studies

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated, In Lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your studies using the "Sona" website.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (counts as the same as in-lab) studies has increment values of 0.5 participation credits (grade percentage points) for each 30 minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15 minutes of participation. Researchers will record students' participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:

Participating/SONA information: How to log in to Sona and sign up for studies

*** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.***

More information about the REG program in general is available at:
Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the** last day of lectures**. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

University Administrative Policies

Intellectual Property
Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:
- Lecture content, spoken and written (and any audio/video recording thereof);

- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);

- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and

- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Chosen/Preferred First Name
Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into WatIAM.

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit Updating Personal Information.

Important notes
- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247

- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information.

Territorial Acknowledgement
We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory.

Academic freedom at the University of Waterloo
Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), "The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible." This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

University Policy

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences

and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.