

Groups at Work Section 01 PSYC 276

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/21/2023

Course Description and Requisites

Group process and performance, types of work groups and tasks, group development (norms, roles and strategies), group leadership approaches and skills, decision-making, team building, high performing and self managing teams.

Prerequisite: Instructor consent.

Letter Graded

* Classroom Protocols

Respect

My goals are to support and help students learn the course material in a way that maximizes learning and can be applied to academic and professional careers. Thus, the environment of this classroom, while hopefully fun, must also be professional and respectful to foster a safe environment for learning. **You are always expected to respect and be inclusive and courteous to one another**, and this involves being an active listener. Furthermore, you will work in groups, and I ask you to remember that the students in your class can and should be important parts of your professional network in the future. I will not entertain requests to not work with someone so please do not ask unless working with someone causes you some sort of harm (beyond just being difficult). Additionally, everyone in this class should be treated with respect (including respecting their time with assignments, showing up on time, fulfilling group work duties on agreed upon timelines, etc.). The quality of your professional network begins in the classroom, and participation grades will be affected if you choose to not satisfactorily complete your group work duties.

This course covers a broad range of exciting topics and I expect that there will be differing perspectives throughout activities and/or discussions, just as there are in the scientific community. In fact, **you are encouraged to critically assess course materials, and your own and others' ideas**. This is part of the critical scientific thinking process that advances understanding. It is important to recognize the value that diverse perspectives bring to the discussion in your critical evaluations and to ensure you are contributing and evaluating ideas presented rather than people. **Racism, bullying, sexual harassment, harassment, and any other inappropriate behavior are unacceptable and will not be tolerated. As an employee of the university, I will report any unacceptable behavior I am made aware of in accordance with my job appointment and in some situations I may ask any students who are disrupting the learning environment to leave.**

Academic Honesty

You are held to the highest standard of academic honesty. Academic dishonesty is unacceptable and not tolerated in this course. Cheating, plagiarism, and other forms of academic misconduct will be followed up with the **rigorous pursuit of disciplinary action**. Any incident of academic dishonesty will be immediately reported to the Office of Student Conduct and Ethical Development (SCED) and students may appeal any accusations of academic dishonesty through SCED. Additionally, any plagiarized assignments or incidences of cheating result in an automatic 0 for the assignment. Writing assignments are checked for plagiarism by TurnItIn on Canvas. If an incident of academic dishonesty is particularly egregious, you may receive an automatic F in the course.

ChatGPT and other AI software: You may **not** submit any work generated by artificial intelligence (AI) as your own; material generated by AI must be cited like any other reference material. Because the information derived from AI tools is based on previously published materials, the use of tools such as ChatGPT to complete course assignments or exams without proper citation is plagiarism and will be considered a violation of academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and that you will properly cite your sources. Furthermore, information gathered from such tools requires critical assessment via your own research of peer-reviewed sources, as there have been several instances and examples of such programs publishing verifiably false and inaccurate information.

Late Assignments

Late assignments will be accepted if there is a compelling reason for late submission (e.g., documented illness of yourself or the person you are caring for or an emergency), and no points will be deducted. In that case, you must contact me **before** the due date unless this is not possible (i.e., emergency). You will be given an opportunity to complete and submit either the original assignment or an adjusted assignment

with a revised due date. Note the deadlines in the class syllabus and plan accordingly. Extra credit is not offered. If you are unable to attend a class, you are still responsible for all information obtained in the course, and this requires you to be proactive by reaching out to me and/or another student (s).

Class Cancellations

Classes may be canceled if the university is closed. Under such circumstances, the closure will be announced on the university website. Classes may also be canceled if the instructor is unable to attend. In that case, an announcement will either be posted on Canvas or made in person during the class occurring prior to the cancellations class time.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Industrial/Organization (I/O) Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Students of the program will acquire a base of knowledge about the principles of psychology as they are applied to industrial and organizational settings.
2. Students of the program will acquire a base of knowledge about the practice of I/O psychology by applying the concepts of I/O psychology to the functioning of organizations.

Course Goals

This course is designed to give you an in depth understanding of two important content areas in I/O Psychology: Work Groups and Teams and Occupational Health Psychology.

The first part of the course focuses on Occupational Health Psychology (OHP), a growing field composed of applied scientist-practitioners emphasizing the importance of understanding health, safety, and well-being of employees. Students will be introduced to OHP as an interdisciplinary field based on theory, research, and practice, and will utilize theoretical and practical frameworks to understand how to solve workplace health and safety hazards.

The second part of the course focuses on historical, theoretical, and practical approaches to understanding and improving the functioning of work teams, including team design, team effectiveness, and team dynamics. Students will work as part of a team and complete reflection activities and simulations to strengthen their understanding of concepts related to effective team functioning.

Course Learning Outcomes (CLOs)

Upon successful completion of this course students will be able to:

CLO1: Identify physical and psychosocial hazards in the workplace that cause poor employee and organizational outcomes.

CLO2: Understand and describe how key concepts and theories can be used to promote and employee safety, health, and wellbeing.

CLO3: Create, evaluate, and troubleshoot interventions to promote safety health and well-being in the workplace.

CLO4: Identify the key concepts and theories central to effective team functioning.

CLO5: Apply understanding of concepts of effective team functioning to evaluate and make decisions related to applied work scenarios.

CLO6: Apply course concepts and theories to develop individual teamwork skills.

CLO7: Analyze and apply seminal theoretical and empirical research to organizational settings.

Course Materials

You will be required to purchase an HBR coursepack, and details will be sent to you via Canvas once the packet is finalized. All readings will be available at time of purchase so please do not worry about ordering "far enough" in advance.

Recommended Books:

Schonfeld, I. S., & Chang, C. H. (2017). *Occupational Health Psychology*. Springer Publishing Company.

Additional course materials, including readings (or reading citations), and assignments will be provided on Canvas <http://sjsu.instructure.com>.

For help with using Canvas see Canvas Student Resources page
(http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

Participation (15%)

At the graduate level, participation is critical for your and your peers' learning, thus expectations at the graduate level are high and are reflected as such via the point allotment. I do not expect anyone to be an expert in the material or have "correct" answers to thought questions (if there is even a "correct" answer), but I do expect you to put forth effort and engagement in the course to support the classroom as a collaborative learning environment where we can all focus on the material and understanding it.

Given that you are all professionals, I fully expect all students will participate with maximal effort in all assignments (individual and team), readings, and discussions.

Participation points are earned - everyone starts with 0. If you participate maximally regularly, you can expect to earn all points, unless infractions occur, and under these circumstances, points will be reduced. Several types of infractions may result in a point loss and I provide just a few examples here: a) this class meets only 1x a week, thus arriving late or not attending sessions will have a serious impact on your ability to meaningfully contribute to class discussion and or group projects, b) failure to regularly speak up when questions are posed to the class, c) a lack of timely preparation for discussions (i.e. by completing assigned readings and posting discussion questions) or for team activities (not effectively completing your assigned parts in time for group meetings) is equivalent to a lack of participation, d) serious disruptions to the classroom or to your classmates that undermine the learning environment, and/or e) a lack of collegiality (i.e. refusing to work with a classmate because they are more challenging for you to work with).

Note that not all infractions are equal. The type of infraction and typical student behavior will change the number of points deducted. For example, a student who is always collegial and shows up ready to contribute but has an off day (i.e., doesn't speak up during one class, or fails to post one discussion question) may not incur a point loss at all. On the other hand, a student who has a serious infraction or multiple types or incidences of infractions may receive a 0 on their participation.

Please also note that if a lack of participation occurs on a major assignment (i.e., not helping to conduct the Job Analysis interview), participation will be affected along with the overall possible score on the project.

Skill Building Activities and Assignments (30%)

Skill-building exercises or topic-based activities will be provided during our meetings and/or as homework assignments. The type of exercises and activities will vary. Many of these exercises are designed to give you a brief, applied experience in applying course content to real-world scenarios. For example, you may be asked to respond to a hypothetical or real team or workplace safety issue as an internal HR consultant or leader, or to respond to a brief quiz on a required reading. Other assignments will be more open-ended, for example, some weeks you will be responsible for providing and/or responding to your own and others' discussion questions, and one week you will provide a brief presentation on a chosen topic related to teams with a colleague. Assignments completed during class time are generally due at the end of class unless otherwise noted.

Projects and Papers (55%)

There will be two major projects in this course, the OHP project, and the Final Team Simulation and Reflection. You will complete these assignments in teams.

The OHP Project (35%) will involve interviewing an employee or analyzing data to determine an OHP problem that can be addressed, submitting a brief report utilizing theory to identify and solve (intervene upon) the problem, and completing an in-class presentation.

The Team Simulation Reflection Assignment (20%) will include reflecting on a simulation experience through the lens of course concepts. Some class time will be dedicated to completing each major assignment, but you will also need to work outside of class.

Detailed instructions for major assignments will be posted on Canvas, and detailed instructions for smaller assignments will be provided in class.

Grading Information

Grading Breakdown

Assignment	Points
Participation	15 (15%)
Activities and Assignments	30 (30%)
OHP Project	35 (35%)
Team Simulation and Reflection	20 (20%)

Final Letter Grade

Percent Earned	Final Grade
94 to 100%	A
90 to 93.99%	A minus
87 to 89.99%	B plus
83 to 86.99%	B
80 to 82.99%	B minus
77 to 79.99%	C plus
73 to 76.99%	C
70 - 72.99%	C minus
67 - 69.99%	D plus
63 - 66.99%	D
60 - 62.99%	D minus
Less than 60%	F

Unless there is an error in grading input, final grades will not be adjusted after all assignments have been graded.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

The following is a **tentative** course schedule. A corresponding reading list will be provided on Canvas, and you are responsible for understanding what readings are due and when based on the reading list dates. There may be changes to topics, readings, due dates, and activities throughout the term, and you will always be notified in class or via Canvas if this happens. Bold represents a significant due date.

Date	Topics or Major Assignments
OHP SECTION	
8/22	Course Overview and Introduction; Researching Topics; OSH/OHP Background
8/29	OSH Frameworks/ Ergonomics, Occupational Hygiene, and Physical Safety

9/5	OSH Continued
9/12	OHP Background/Interpersonal Stressors
9/19	Work and Non-work Lives (work-life, stigma, identity, discrimination)
9/26	Flourishing
10/3	Hold for guest lecture
10/10	Hold for guest lecture (and potentially group work)
10/17	Group Presentations
TEAMS SECTION	
10/24	Creating the Team
10/31	Social Dynamics and Team Processes
11/7	Team Maintenance
11/14	Team Communication Simulation
11/21	No Class - Enjoy a TG break!
11/28	Hold for Guest Lecture
12/5	Patient Zero Team Simulation & Party
12/11	2:45 - 5:00 PM Reflection Due