

PSYCHOLOGY 4310:01 - SPECIAL TOPICS: ENCOUNTERING THE PERSON

SUMMER I - 2016

INSTRUCTOR:

Dr. James W. Downing
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Office Hours: by appointment

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PREREQUISITE:
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There is one formal prerequisite for this course. It
required that students have completed PSYC 1302,
Introduction to Psychology. Students may also be
admitted with the permission of the instructor.

CLASS MEETINGS:

M-F, 9:50 a.m.-11:25 a.m., LH 300

REQUIRED TEXTS:

Reading Number One-An Introduction to
On Becoming a Person.

Reading Number Two-Introductory Material
on The Basic Encounter Group and The Large
Community Group.

Rogers, C. R. (1980). A way of being. New York:

Houghton Mifflin. ****Focus on chapters 6,**

7, 9, and 15**

Rogers, C. R. (1970). Carl Rogers on encounter
groups. New York: Harper and Row.

From: Jay Downing

This course will be an experiential and instructional introduction to the theory and practice of the encounter group experience from a Person-Centered theoretical perspective. Through the tasks of studying the literature about, and more importantly experiencing direct participation in an encounter group, we will each have the opportunity to grow in the following: understanding and acceptance of ourselves, self-worth, and sensitivity in relationship to others. This group will be a place for us to be ourselves, to try out new ways of relating to ourselves and others, to express our immediate feelings about ourselves and others, and to grow as individuals. Emphasis will be placed on bringing to life the fundamental concepts of empathy, congruence, and unconditional positive regard as put forward in Person-Centered Theory.

The First Meeting, Wednesday, 6/1, 9:50 a.m.-11:25 a.m.

This should be a long enough session to enable us to get acquainted, to consider plans for the remainder of the course, and to have our first group meeting.

Requirements

Each student in the class will be evaluated based on the following items. The final written requirements are due on Friday, July 1, at the beginning of class and need to be completed following the style template I will be giving to you.

-Your completion of a statement of your self-directed goals for the course and a description of the ways in which you plan to meet those goals. These goals should address the affective, cognitive, and psychomotor domains of learning. The goals are yours and should reflect your interests and desires. You are, of course, free to change those goals as the course progresses. Your initial statement of your personal goals and achievement plan for the course is due at the beginning of class on Monday, June 6. A revised copy of the same is due at the beginning of class on Monday, June 20.

-Your completion of a final paper of approximately seven pages (double spaced and not including the title page and reference list) that will reflect the required readings and interpersonal learning, comprehension of the group experience and embody your personal vision of a person-centered group facilitator and participant. In terms of technical construction you should follow APA style in terms of reference citations, spacing, etc. This will be due at the beginning of class on Friday, July 1.

-Your attendance in class on a daily basis. Students will be required to drop the class if they miss five days of the course.

- Your completion of a reaction report on a weekly basis that is founded on any readings, any experience, or any discussion you may have had. This report can be as long or as short as you desire. It should, however, be limited to your reactions, by this I mean your feelings. I want you to feel as free as possible in these reports in expressing your feelings about anything you want to write about, whether or not it has anything to do with the course. These reaction reports will be submitted via Blackboard. Your first reaction report should be submitted via Blackboard by the beginning of class on Friday, June 3. Subsequent reaction reports are due at the beginning of class on June 10, 17, 24, and July 1.

-Submission of your own evaluation of your work and the grade that you think is appropriate. This statement should include:

- a) a statement of your self-directed goals for the course;**
b) a description of the ways in which you have met or failed to meet those goals; and
c) the grade which you think is appropriate to the way you have met or failed to meet your own goals.

If I find that my own estimate of your work is quite at variance with yours I will have a personal talk with you and we will see if we can arrive at some mutually satisfactory grade which I can in good conscience sign and turn in. *This will be due at the beginning of class on Friday, July 1.*

Failure to complete any of the requirements will result in a failing grade being assigned for the course.

The instructor will be evaluated by the students. This evaluation will be based on his ability to empathically demonstrate knowledge, genuineness, and unconditional positive regard for participants and his ability to assist students in meeting their self-directed goals.

TENTATIVE TOPIC SCHEDULE FOR PSYCHOLOGY 4310

<u>DATE</u>		<u>WEEK</u>	<u>TOPIC</u>
			<u>BASE TEXT</u> <u>READINGS</u>
6/1		1	Introduction, Course Overview, & Conversation
6/2			Reading Number 1
6/3			Reaction Report posted to Blackboard by the beginning of class.
6/6		2	Encounter Group Experience... Reading Number 2
			A statement of your self-directed goals for the course and a description of the ways in which you plan to meet those goals is due at the beginning of class today.
6/7			
6/8			
6/9			
6/10			Reaction Report posted to Blackboard by the beginning of class.
6/13	3		Encounter Group Experience... Carl Rogers on Encounter Groups...
6/14			
6/15			
6/16			
6/17			Reaction Report posted to Blackboard by the beginning of class.
6/20	4		Encounter Group Experience... Carl Rogers on Encounter

		Groups...			
					A revised statement of your self-directed goals for the course and a description of the ways in which you plan to meet those goals is due at the beginning of class today.
6/21					
6/22					
6/23					
6/24					Reaction Report posted to Blackboard by the beginning of class.
6/27	5	Encounter Group Experience...		Carl Rogers on Encounter	
6/28			Groups...		
6/29					
6/30					
7/1		Facilitator Training...		Carl Rogers on Encounter Groups	
					Reaction Report posted to Blackboard by the beginning of class.
					Final Paper due at the beginning of class.
					Self-Evaluation due at the beginning of class.
7/4				6	July 4 th
7/5				Holiday-No Class	
					FINAL PRESENTATIONS, 9:50 AM - 11:25 AM, LH 300

Below you will find the Program Learning Objectives (PLO) dealt with in this course. The student learning objectives follow and relate, to a greater or lesser extent, to each PLO dealt with in the course.

Program Learning Objective (PLO #2)

1. The graduating psychology student will attain a level of competency in the area of clinical-personality psychology that indicates value has been added over the course of their psychology education.

Program Learning Objective (PLO #3)

2. The graduating psychology student will attain a level of competency in the area of social psychology that indicates value has been added over the course of their psychology education.

Student Learning Objectives

Required Task-Reaction Reports:

Goal One: The student will demonstrate the ability to engage in the self-expression of emotions by writing weekly reaction reports. (Affective Domain: Respond)

Goal Two: The student will demonstrate value development by reporting emotions they experienced in the reaction reports. (Affective Domain: Value Development)

Required Task-Self Evaluation:

Goal Three: The student will write a self-evaluation of their class performance that, along with a faculty evaluation, will be used in generating a student's grade. Self-evaluations will reflect cognitive, affective, and psychomotor learning domains. (Cognitive Domain: Evaluation)

Goal Four: The student will demonstrate an awareness of their responsibility for their development as a life-long learner by taking personal responsibility for their learning during the course. (Affective Domain: Value Development)

Required Task-Paper on Facilitators and Participants:

Goal Five: The student will develop and write a paper that shows their ability to integrate the readings and the group experience, and that reflects their vision of what it means to be a person-centered group facilitator and participant. This composition will demonstrate the state of their knowledge about the person-centered approach and its application in the encounter group setting. (Cognitive Domain: Synthesis)

Goal Six: The student will create an original paper that demonstrates their ability to integrate the readings and the group experience, and that reflects their vision of what it means to be a person-centered group facilitator and participant. (Psychomotor Domain: Creation)

Goal Seven: The student will freely express their opinion that demonstrates the student has been independently studying and thinking about issues in the person-centered approach. (Affective Domain: Value Development)

SPECIAL NOTATION FOR EDUCATION STUDENTS:

I know that some education students may take this course. This course addresses some of the objectives of the TExES Exam for the subject area of social science, which includes a psychology portion. Specifically, this course may address the following objectives, among others.

Domain III

Geography, Culture, and the Behavioral and Social Sciences

Competency 13 (Social, Anthropological, and Psychological Concepts and Processes)

The teacher applies sociological, anthropological, and psychological concepts and processes to understand cultural formation and change, intergroup relations, and individual development.

- Demonstrates knowledge of the history and theoretical foundations of psychology.
- Demonstrates knowledge of the behavioral, social, cognitive, and personality perspectives of human learning.
- Understands basic psychological principles and including those related to motivation, sensation and perception, personality, relationships between biology and behavior, and relationships between the self and others.

The interested student is informed that for full information concerning the TExES exam in education concerning psychology as a part of the social sciences, they should contact the SRSU Education Department for materials concerning test preparation and administration. It is the

student's responsibility to inform the instructor of this course if he or she is a candidate for the exam. If so, the instructor can guide them to resources that will assist with their exam preparation.