



**BS Psychology Program**  
**COURSE SYLLABUS**

Course Title:	<b>GROUP DYNAMICS</b>	School Year:	<b>2010-2011</b>
Course Abbreviation:	<b>PSY 218</b>	Semester:	<b>Second</b>
No. Of Units:	<b>Three (3)</b>	Prerequisite Course/s:	<b>PSY1, PSY203, PSY206</b>

Course Facilitator:	<b>Assoc. Prof. Glody T. Reyes, MA, MBA, CIOP</b>	Class Schedule:	<b>Three (3) lecture hours a week</b>
Office:	<b>UST Department of Psychology (Room 312)</b>	Room Assignment:	<b>College of Science (Blas, Pedrosa, and Labrador Halls)</b>
Contact No:	<b>406-1611 local 8325</b>	Consultation Schedule:	<b>Monday &amp; Thursday (10-11am)</b>
E-mail:	<b>ustpsych@yahoo.com</b>	Consultation Room:	<b>UST Department of Psychology (Room 312)</b>

**COURSE DESCRIPTION:**

Group Dynamics (GD) is the study of the influential actions, processes, and changes that occur within and between groups over time. This three-unit course also focuses on the scientific study of group behavior while integrating theory and research, basic science and application, classic and contemporary work, and psychological and sociological analyses of groups. Moreover, the course prepares psychology students to become effective group members and facilitators through the design, implementation, and evaluation of group dynamics activities.

**COURSE OBJECTIVES:**

<b>Core Competency:</b>	Dynamic facilitators and public speakers with highly developed skills and tools in interpersonal and communication skills for quality work output.
<b>Learning Objectives:</b>	<p>At the end of the semester, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. define and understand the terms and concepts of group dynamics,</li> <li>2. learn the basic assumptions and characteristics of the various theories and models in group dynamics,</li> <li>3. gain awareness on the interaction of different forces in the social environment which actively influence the individual, the group, and the situation, and</li> <li>4. acquire the skills of a group facilitator and a process observer and analyst.</li> </ol>
<b>Value Objectives:</b>	<p>At the end of the semester, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize the importance and contributions of empirical evidence in the development of current understanding of group dynamics,</li> <li>2. Demonstrate critical analysis and reflection by challenging current theories and concepts in the study of groups, and</li> <li>3. Exhibit professional and ethical behavior in the design and implementation of group dynamics activities.</li> </ol>

**GRADUATE ATTRIBUTES:**

<b>COLLEGE OF SCIENCE GRADUATE ATTRIBUTES</b>	<b>LEVEL OF FOCUS</b> <small>(3=Major, 2=Minor, 1=Minimal, 0=No Focus)</small>	<b>ACTIVITIES / ASSESSMENT</b>
1. Functional body of knowledge and skills	3	Demonstrate knowledge of theories and concepts in GD through lectures, group reports, and critical incidents analysis.

<b>2. Information literacy</b>	3	Exhibit familiarity with current issues and developments in the field through lectures, assignments, and group reports.
<b>3. Preparedness for life-long learning</b>	3	Display behavioral indicators for continuous learning through increasing quality of group reports and GD activity presentations.
<b>4. Logical, critical and creative problem solving skills</b>	3	Engage in active participation during lectures and group reports and exhibit flexibility and exercise problem solving skills in the implementation of GD activities.
<b>5. Communication abilities</b>	3	Show efficiency in explanations and discussions of the assigned topics in group reports as well as dynamic processing in GD activities.
<b>6. Teamwork and collaborative skills</b>	3	Develop and utilize skills to work interdependently with group members in group projects. Show focus towards the accomplishment of tasks assigned while strengthening group cohesion for future tasks.
<b>7. Commitment to Christian values</b>	3	Start and end all sessions with prayers and practice professionalism and show utmost respect for all during critiques/evaluation of designed GD activities.
<b>8. Awareness to national concerns and cultural diversity</b>	3	Display awareness of current issues and concerns as well as diversity and individual differences in the discussion of group report topics as well as in the design and conduct of GD activities.

### COURSE ORGANIZATION:

Unit / Chapter	Specific Objective/s	Content Outline	Activity / Media	No. of Hours
<b>Introduction</b>	<ol style="list-style-type: none"> <li>Define the nature and characteristics of groups and group dynamics</li> <li>Establish deep understanding of theories and research methods in group dynamics</li> </ol>	<ol style="list-style-type: none"> <li>Nature of Groups and Group Dynamics</li> <li>Measurement in Group Dynamics</li> <li>Research Methods</li> <li>Theoretical Perspectives</li> </ol>	Lectures  Powerpoint™ and video presentations  Group discussions	3

<p><b>Formation and Development</b></p>	<ol style="list-style-type: none"> <li>1. Compare individual-focused concepts with group-focused issues</li> <li>2. Explain the causes and benefits of group formation</li> <li>3. Develop awareness of the need for cohesion in groups and elucidate its development</li> <li>4. Define the structural features of a group</li> <li>5. Summarize theories and assumptions on the formation and development of groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Inclusion and Identity <ul style="list-style-type: none"> <li>▪ <i>From Isolation to Inclusion</i></li> <li>▪ <i>From Individualism to Collectivism</i></li> <li>▪ <i>From Personal Identity to Social Identity</i></li> </ul> </li> <li>2. Formation <ul style="list-style-type: none"> <li>▪ <i>Joining Groups</i></li> <li>▪ <i>Affiliation</i></li> <li>▪ <i>Attraction</i></li> </ul> </li> <li>3. Cohesion and Development <ul style="list-style-type: none"> <li>▪ <i>Nature of Cohesion</i></li> <li>▪ <i>Cohesion &amp; Commitment over Time</i></li> <li>▪ <i>Consequences of Cohesion</i></li> </ul> </li> <li>4. Structure <ul style="list-style-type: none"> <li>▪ <i>Norms</i></li> <li>▪ <i>Roles</i></li> <li>▪ <i>Intermember Relations</i></li> </ul> </li> </ol>	<p>Mediated lectures</p> <p>Powerpoint™ and video presentations</p> <p>Short topic-focused energizers</p> <p>Group reports and presentations</p> <p>Learner-centered proactive discussions</p>	<p>9</p>
<p><b>Influence and Interaction</b></p>	<ol style="list-style-type: none"> <li>1. Describe the sources and dynamics of the influence of individuals on groups and vice versa</li> <li>2. Master the sources and effects of power towards efficient and ethical practice</li> <li>3. Develop understanding and appreciation for the different types of leadership and manifest qualities of an effective leader</li> </ol>	<ol style="list-style-type: none"> <li>1. Influence <ul style="list-style-type: none"> <li>▪ <i>Majority Influence</i></li> <li>▪ <i>Minority Influence</i></li> <li>▪ <i>Sources of Group Influence</i></li> </ul> </li> <li>2. Power <ul style="list-style-type: none"> <li>▪ <i>Obedience to Authority</i></li> <li>▪ <i>Sources of Power</i></li> <li>▪ <i>Power Processes</i></li> <li>▪ <i>Metamorphic Effects of Power</i></li> </ul> </li> <li>3. Leadership <ul style="list-style-type: none"> <li>▪ <i>Nature of Leadership</i></li> <li>▪ <i>Leadership Emergence</i></li> <li>▪ <i>Leadership Effectiveness</i></li> </ul> </li> </ol>	<p>Mediated lectures</p> <p>Powerpoint™ and video presentations</p> <p>Short topic-focused energizers</p> <p>Group reports and presentations</p> <p>Learner-centered proactive discussions</p>	<p>9</p>

<b>Working in Groups</b>	<ol style="list-style-type: none"> <li>1. Summarize the methods and findings in the study of group performance and analyze strategies to ensure optimum levels</li> <li>2. Identify and discuss the steps and strategies in decision making</li> <li>3. Describe and practice working in teams with special concentration on optimum team performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Group Performance <ul style="list-style-type: none"> <li>▪ <i>Social Facilitation</i></li> <li>▪ <i>Process Losses in Groups</i></li> <li>▪ <i>Process Gains in Groups</i></li> </ul> </li> <li>2. Decision Making <ul style="list-style-type: none"> <li>▪ <i>Functional Perspective</i></li> <li>▪ <i>Groups as Imperfect Decision Makers</i></li> <li>▪ <i>Group Polarization</i></li> <li>▪ <i>Groupthink</i></li> </ul> </li> <li>3. Teams <ul style="list-style-type: none"> <li>▪ <i>Working in Teams</i></li> <li>▪ <i>Building the Team</i></li> <li>▪ <i>Team Performance</i></li> </ul> </li> </ol>	<p>Mediated lectures</p> <p>Powerpoint™ and video presentations</p> <p>Short topic-focused energizers</p> <p>Group reports and presentations</p> <p>Learner-centered proactive discussions</p>	9
<b>Conflict</b>	<ol style="list-style-type: none"> <li>1. Discuss the roots and consequences of conflict and the methods in conflict resolution</li> <li>2. Establish understanding and appreciation of the complexity of intergroup relations towards conflict resolution</li> </ol>	<ol style="list-style-type: none"> <li>1. Conflict in Groups <ul style="list-style-type: none"> <li>▪ <i>Roots of Conflict</i></li> <li>▪ <i>Confrontation and Escalation</i></li> <li>▪ <i>Conflict Resolution</i></li> </ul> </li> <li>2. Intergroup Relations <ul style="list-style-type: none"> <li>▪ <i>Intergroup Conflict</i></li> <li>▪ <i>Intergroup Bias</i></li> <li>▪ <i>Intergroup Conflict Resolution</i></li> </ul> </li> </ol>	<p>Mediated lectures</p> <p>Powerpoint™ and video presentations</p> <p>Short topic-focused energizers</p> <p>Group reports and presentations</p> <p>Learner-centered proactive discussions</p>	9
<b>Group Facilitation</b>	<ol style="list-style-type: none"> <li>1. Enumerate and describe the different types of group dynamics activities</li> <li>2. Research, modify, and design structured learning exercises (SLE)</li> <li>3. Implement and evaluate SLE to practice and hone group facilitation skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Design of Group Dynamics Activities</li> <li>2. Logistics and Preparation</li> <li>3. Implementation and Facilitation</li> <li>4. Completion and Evaluation</li> </ol>	<p>Powerpoint™ and Video Presentations</p> <p>Demonstrations</p> <p>Interview of behavioral/corporate trainers</p> <p>SLE-related materials, media and equipment</p> <p>Action-oriented learning activities</p>	12

## COURSE REFERENCES:

<b>Textbook / Learning Materials</b>	Forsyth, Donelson R. (2010). <i>Group Dynamics</i> (5 <sup>th</sup> ed.). Belmont, CA: Wadsworth , Cengage Learning.
<b>References</b>	<p>Brilhart, J. K. &amp; Galanes, G. J. (1995). <i>Effective Group Discussion</i>. (8<sup>th</sup> ed.). Dubuque, IA: Win C. Brown Communications, Inc.</p> <p>Bulatao, J. C. (1992). <i>The Technique of Group Discussion</i>. Quezon City, Philippines: Ateneo de Manila University Press.</p> <p>Cartwright D. &amp; Zander A. (1998). <i>Group Dynamics</i>. New York, NY: Harper and Row Publishers, Inc.</p> <p>Cathcart, R. S. &amp; Helman, L. (1996). <i>Small Group Communication: Theory and Practice</i>. London: Brown and Benchmark Publishers.</p> <p>Ortigas, C. D. (1994). <i>Group Process and the Inductive Method: Theory and Practice in the Philippines</i>. Quezon City, Philippines: Ateneo de Manila University Press.</p>
<b>Extended Readings</b>	<p><a href="http://ustpsychology.weebly.com">http://ustpsychology.weebly.com</a></p> <p><a href="http://ustpsych.4shared.com">http://ustpsych.4shared.com</a></p> <p><a href="http://www.glodyreyes.com">http://www.glodyreyes.com</a></p> <p><a href="http://www.ust.edu.ph">http://www.ust.edu.ph</a></p>

## COURSE POLICIES:

- The 3-lecture hours per week must be scheduled within one, straight weekly session in either Blas, Labrador or Pedrosa Hall to ensure conducive environment for group dynamics.
- Regular attendance is required. University and college rules and regulations shall be strictly followed. In case of failure to attend the class session due to unavoidable circumstances, the student is responsible for making up for missed work, activity, and/or examinations.
- Active participation in every session (i.e., all 3 straight hours per session) is expected and shall be given credit.
- Each section will be divided into 4 groups (i.e., in alphabetical order). Same grouping shall be followed for both group reports and GD activity. One CD-R (appropriately labeled) must be submitted by each group on the last session of the semester. The group's CD-R must contain all presentations, materials, write-ups, videos, and other teaching aides.

- ▶ **GROUP REPORTS:** All students shall be given opportunity to report on the topic assigned to the group but professor's questions to each student may include any subtopic given to the student's respective group. Assigned topics must be covered during the allotted time. Assembling and disassembling of multimedia equipment setup shall be limited to 5 minutes each within the session. Various teaching/training methods are encouraged to ensure optimum learning. Reporters must perform interdependently of the prepared presentation thus, must be able to utilize other methods to engage participation if equipment breaks down. Photocopy of hand-outs must be given to the class and an original copy to the professor at the start of the session. Group grade shall be given.
  - ▶ **GD ACTIVITY:** Roles and responsibilities may be delegated in the GD activity which necessitates 1 or 2 main facilitators/speakers while others in other supportive roles. Each group's GD activity must be completed within one 3-hour session. Assembling and disassembling of multimedia equipment setup as well as preparation of the room and other materials shall be limited to 15 minutes each within the session. Hardcopy of the activity write-up must be submitted to the professor at the start of the session. One member of the group or a volunteer must be assigned to record the video of the session from start to finish, documenting key stages and strategies in the activity (video must be edited for the group's CD-R). Group grade shall be given.
- Observe critical yet professional and ethical behaviors in all sessions and activities.
  - Students must regularly check the [ustpsychology.weebly.com](http://ustpsychology.weebly.com) website for announcements, news, requirements, and assignments.
  - Intellectual property must be respected and academic honesty practiced by acknowledging all sources of information in reports and GD activities.

**Grading System:**

Quizzes & Assignments	20%
Group Reports & Participation	20%
GD Activity Design & Administration	30%
Departmental Examinations	30%
▪ Preliminary Exam (15%)	
▪ Final Exam (15%)	
<b><u>PASSING GRADE:</u> 68.5 (raw score)</b>	