

## STANDARDIZED COURSE OUTLINE

### SECTION I

SUBJECT AREA COURSE NUMBER: PSY\*105

COURSE TITLE: Group Dynamics

COURSE CATALOG DESCRIPTION: Theoretical basis of group behavior, including focus on the distinction between content and process variables. Task and maintenance functions of group members are explored. Other topics include concepts of group membership, conformity and deviancy pressures, styles of leadership, and group problem solving and decision making.

LECTURE HOURS PER WEEK: 3

CREDIT HOURS: 3

LAB HOURS PER WEEK (if applicable): N/A

PREREQUISITE(S): none

### SECTION II

A. SCOPE: This Group Dynamics course will provide students insight into various aspects of group processes. Topics to be covered will include: group development; group member roles; therapeutic factors of groups; characteristics of group workers; applicable ethical standards in clinical settings; and multicultural aspects of group work.

**This course fulfills a Designated Core Competency in the area of Social Phenomena Knowledge / Understanding (SP).**

**This course fulfills an Embedded Core Competency in the area of Appreciation of Ethical Dimensions of Humankind (ED).**

B. REQUIRED WORK: Determined by the instructor as described in the course syllabus.

C. ATTENDANCE AND PARTICIPATION: Students are expected to attend each class, be punctual, take exams at the scheduled time, and participate in the learning process. (Specific instructor policies are included on the course syllabus.)

D. **METHODS OF INSTRUCTION:** Each instructor determines the methods of instruction for the course. These may include lectures structured to permit open discussion and critical reflection grounded on scholarly readings. Videotapes, charts and other audiovisual aids may be used to emphasize certain topic areas and to make the course material more relevant and understandable to the students. In addition, relevant empirical articles may be assigned to ensure critical and in-depth discussion of various topics.

E. **OBJECTIVES, OUTCOMES, and ASSESSMENT:** The following objectives and outcomes represent the department's core requirements for student achievement.

<b>Learning Objectives</b>	<b>Learning Outcomes</b>	<b>Assessment Methods</b>
To demonstrate an understanding of:	Students will:	As measured by:
1. Process components involved in group development stages.	Explain the distinction between content and process variables of group dynamics. (SP 2)	Participation in class discussion and class presentation as well as performance on exams and/or written assignments.
2. Roles that group member may take in group dynamics.	Recognize and distinguish between task and maintenance roles and functions of group members. (SP 1, 2)	Participation in class discussion and class presentation as well as performance on exams and/or written assignments.
3. Therapeutic factors of groups.	Integrate concepts and skills as theory is applied to experiential group practice in therapeutic environments. (SP 1, 2, 5)	Participation in class discussion and class presentation as well as performance on exams and/or written assignments.
4. Personal characteristics of group workers and their impact on group members.	Summarize various styles of group leadership and apply the various stages of group dynamics. (SP 2, 5, ED 4)	Participation in class discussion and class presentation as well as performance on exams and/or written assignments.
5. Ethical standards applicable for effective group construction, development, management and counseling.	Describe and analyze professional codes of ethics applicable to group work. Explore the NASW codes of ethics. (SP 3, ED 1, 2)	Participation in class discussion and class presentation as well as performance on exams and/or written assignments.

6. Multicultural perspective relevant to group process and group work.	Explain issues of race, ethnicity, gender and other social characteristics as they relate to group work practice. (SP 1, 4)	Participation in class discussion and class presentation as well as performance on exams and/or written assignments.
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**Core Competency Assessment Artifact(s):**

Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the school.

F. TEXT(S) AND MATERIALS: College level introductory textbook in adult development and aging, study guides, and supplementary reading.

G. INFORMATION TECHNOLOGY: Basic knowledge of the use of computers to write papers as well as on-line search and use of internet resources. Extent of use of information technology will vary by instructor.