

SYLLABUS

1. Program details

1.1 Higher education institution	West University of Timișoara
1.2 Faculty / Department	Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor
1.6 Study program / Qualification	Psychology – Cognitive Science

2. Discipline details

2.1 Discipline name	Group Dynamics						
2.2 Tenured teacher - course activities	Lecturer Alin Semenescu, PhD						
2.3 Tenured teacher – seminar / laboratory activities	Lecturer Alin Semenescu, PhD						
2.4 Study year	3	2.5 Semester	1	2.6 Type of assessment	E	2.7 Discipline regime	OP
2.5 Google Classroom code	62sgptme						

3. Estimated total time (hours per semester) of teaching activities

3.1 Number of hours per week	4	Of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours from the curriculum	56	Of which: 3.5 course	28	3.6 seminar/laboratory	28
Time fund distribution:					hours
Study based on the textbook, course material, bibliography, and notes					36
Additional documentation in the library, on specialist electronic platforms / in the field					4
Preparing seminars/labs, homework, papers, portfolios, and essays					2
Tutoring					
Examinations					2
Other activities					
3.7 Total hours of individual study	44				
3.8 Total hours per semester	100				
3.9 Number of credits (ECTS)	4				

4. Prerequisites (where necessary)

4.1 for curriculum	• Not applicable
4.2 for competencies	• Not applicable

5. Conditions (where necessary)

5.1 For conducting the course	<ul style="list-style-type: none"> • Minimum attendance required - 50% of lectures • Technical means necessary: laptop, projector, whiteboard and internet connection • All online communication will take place on Google Classroom. <p>Note: for special situations (medical problems, employee status, etc.), according to the regulations and based on a specific approval, a decrease in attendance will be accepted, within the limits provided by the regulations in force in the WUT. Exempted students will need to complete extra assignments to reach the minimum attendance.</p>
5.2 For conducting the seminar/laboratory	<ul style="list-style-type: none"> • Minimum attendance required - 70% of seminars • Technical means necessary: laptop, SPSS, JASP, projector, whiteboard and internet connection • All online communication will take place on Google Classroom. <p>Note: for special situations (medical problems, employee status, etc.), according to the regulations and based on a specific approval, a decrease in attendance will be accepted, within the limits provided by the regulations in force in the WUT. Exempted students will need to complete extra assignments to reach the minimum attendance.</p>
5.3. Conduct for the use of generative Artificial Intelligence (genAI) tools	<p>Within this course, the use of genAI tools (e.g., ChatGPT, Gemini, Claude, Copilot, etc.) is permitted only under the conditions set by the course/seminar instructor and in compliance with academic integrity standards.</p> <ul style="list-style-type: none"> • Permitted uses: idea brainstorming, support for writing and structuring, translations, linguistic revisions, generation of images, graphs, diagrams, illustrations, video or audio materials, avatars, and other digital objects, exclusively for educational purposes. • Prohibited uses: fully generating assignments (essays, reports, projects) or presenting genAI-created content as exclusively personal work. <p>For any assignment (essay, portfolio, project, etc.), the student is required to complete a transparency declaration form (available on the course platform). This document must specify:</p> <ul style="list-style-type: none"> • the tool used and its version, • the type of support provided by genAI, • how the content was verified and integrated. <p>Failure to declare the use of genAI is considered a violation of academic integrity standards and will be treated according to UVT regulations.</p> <p>Consequences of improper use of AI: If, after verification, it is found that the activity was mostly (>60%) completed with the help of AI tools or by copying, the student(s) will be required to attend a one-on-one evaluation meeting with the instructor and defend their work to demonstrate personal</p>

	contribution and understanding of the material. If the student(s) does not attend or is/are unable to answer questions regarding the paper, the work will be canceled, and the student(s) will be allowed to participate in the evaluation again only in the next exam session.
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6. Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes

Knowledge	<ul style="list-style-type: none"> Works with theoretical constructs, clearly distinguished from common-sense knowledge, which are applied in psychological measures with robust psychometric properties (validity, reliability, sensitivity, face validity, etc.). Reports on the main theories regarding social relationships/interactions, necessary for client interaction. Uses appropriately the language and terminology specific to the field in interactions with the beneficiaries of psychological services, ensuring that the conveyed message is understood.
Skills	<ul style="list-style-type: none"> Presents information coherently, using clear language and appropriate written materials, making reasonable adjustments to optimize understanding before an audience, under supervision. Demonstrates the assimilation of group interaction techniques, empathetic interpersonal communication skills, and the ability to assume specific roles within teamwork. Interacts effectively with others within teams focused on accomplishing common tasks.
Responsibility and autonomy	<ul style="list-style-type: none"> Demonstrates reflexivity by showing openness to critical, hypothesis-oriented reflection and by applying reasoning in decision-making processes within psychological practice. Acquires strategies for rigorous, efficient, and responsible work, punctuality, and personal accountability for results, based on the principles, norms, and values of the professional code of ethics, which are to be applied in the relationship with the beneficiaries of psychological services. Responsibly integrates technology into the process of learning and professional development. Expresses in professional practice curiosity and respect toward diverse social/cultural identities.

7. Contents

7.1 Course	Teaching methods	Observations
Lecture 1 - Introduction to Group Dynamics. What is a group? Why study groups? Common characteristics of groups. Types of groups. Value of groups. Major topics in the field of Group Dynamics	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 1 - 29
Lecture 2 – Inclusion and identity. Need to belong. Inclusion and exclusion. Cooperation. The social self. Social Identity Theory	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 62 - 92

Lecture 3 – The formation of groups. Personality traits. Anxiety and attachment. Social motivation. Social comparison. Attraction to group membership.	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 93 - 125
Lecture 4 – Cohesion and development of groups. Sources of cohesion. Theoretical perspectives over group development. Consequences of cohesion. Initiations in groups.	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 126 - 155
Lecture 5 – Structure of groups. Group norms. Roles. Intermember relations	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 156 - 191
Lecture 6 – Influence. Majority influence. Minority influence. Other types of influence within groups	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 192 - 229
Lecture 7 – Power. Obedience to authority. Sources of power. Social status in groups. The metamorphic effects of power	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 230 - 263
Lecture 8 – Leadership. Nature of leadership. Leadership emergence. Theoretical perspectives over leadership emergence. Leader effectiveness	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 264 - 300
Lecture 9 – Performance. Social facilitation. Social loafing. Working in groups. Group creativity	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 301 - 337
Lecture 10 – Decision making in groups. The decision-making process. Decisional biases. Groupthink.	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 372 - 408
Lecture 11 – Conflict. The roots of conflict. Confrontation and escalation of conflict. Conflict resolution	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 409 - 443
Lecture 12 – Intergroup relations. Intergroup bias – perceiving us and them. Intergroup conflict. Intergroup conflict resolution – uniting us and them.	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 444 - 478
Lecture 13 – Crowds and collective behavior. Forms and features of collectives. Collective dynamics. Theoretical perspectives of collective behavior.	Interactive lecture, conversation, demonstration	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 545 - 578
Lecture 14 - Closing remarks/Exam preparation/Q&A	Interactive lecture, conversation, demonstration	
Mandatory course material: can be found on Google Classroom <ul style="list-style-type: none"> Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i>. Cengage Learning. 		

Additional references:

- Belmont, J. A. (2006). *103 Group Activities and Treatment Ideas & Practical Strategies*. PESI Publishing & Media.
- Brown, R., & Gaertner, S. (Eds.). (2008). *Blackwell handbook of social psychology: Intergroup processes*. John Wiley & Sons.
- Fiske, S. T., Gilbert, D. T., & Lindzey, G. (Eds.). (2010). *Handbook of Social Psychology, Volume 2* (Vol. 2). John Wiley & Sons.
- Haynes, N. M. (2012). *Group dynamics: Basics and pragmatics for practitioners*. University Press of America.
- Jetten, J., & Hornsey, M. J. (Eds.). (2010). *Rebels in groups: Dissent, deviance, difference, and defiance*. John Wiley & Sons.
- McKeown, S., Haji, R., & Ferguson, N. (2016). *Understanding peace and conflict through social identity theory*. Contemporary Global Perspectives. Switzerland: Springer.
- Pettigrew, T. F., & Tropp, L. R. (2013). *When groups meet: The dynamics of intergroup contact*. Psychology press.
- Tropp, L. R., & Tropp, L. (Eds.). (2012). *The Oxford handbook of intergroup conflict*. Oxford University Press.
- Wheelan, S. A. (1994). *Group processes: A developmental perspective*. Allyn & Bacon.
- Williams, K. D., & Nida, S. A. (Eds.). (2017). *Ostracism, exclusion, and rejection*. New York, NY: Routledge.

7.2 Seminar / laboratory	Teaching methods	Observations
Seminar 1 – Introductory seminar. Presenting the structure of the seminar; Q&A	Interactive lecture, conversation	
Seminar 2 – Inclusion and identity.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 62 - 92
Seminar 3 – The formation of groups.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 93 - 125
Seminar 4 – Cohesion and development of groups.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 126 - 155
Seminar 5 – Structure of groups.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 156 - 191
Seminar 6 – Influence.	Structured exercise; problematization;	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 192 - 229

	demonstration; conversation	
Seminar 7 – Power; AI-guided exercise Quiz 1	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 230 - 263
Seminar 8 – Leadership.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 264 - 300
Seminar 9 – Performance.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 301 - 337
Seminar 10 – Decision making in groups.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 372 - 408
Seminar 11 – Conflict.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 409 - 443
Seminar 12 – Intergroup relations.	Structured exercise; problematization; demonstration; conversation	Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i> . Cengage Learning. pp 444 - 478
Seminar 13 – Assignment presentation Quiz 2	Presentation; discussion	
Seminar 14 – Assignment presentation	Presentation; discussion	
References: <ul style="list-style-type: none"> Forsyth, D. R. (2018). <i>Group dynamics, 7th edition</i>. Cengage Learning. 		

8. Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The present course is designed in accordance with the expectations of the epistemic community, encapsulating contemporary topics, relevant theories and up-to-date research. The course is designed to meet the expectations of the Romanian College of Psychologists and the Commission for work psychology, transport psychology and applied in services. Also, the choice of topics was made following consultation with Human Resources experts.

9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Course	Knowledge about group processes and ability to apply it in concrete scenarios	Multiple choice exam with 36 items. A grade between 1-10 will be awarded, the minimum standard being 5.	60%
9.5 Seminar / laboratory	Ability to understand and operate with concepts specific to group dynamics, discussed during the seminars	Two multiple choice quizzes , 9 items each. Each correct answer will be awarded 5 points. The average number of points accumulated from the two quizzes will be calculated with the formula: Quiz points = (PointsQ1 + PointsQ2)/2	20%
	Ability to work effectively as a team member and to create a high-quality output during a group project	Assignment: students will work in teams and will document a case study of a real group (e.g. a cult, a secret service team, a sports team etc.), touching the main topics discussed during the seminars, including the formation of the group, cohesion, structure, dynamics such as influence, power, leadership and conflict and the decision making process within the group. The case studies will be presented in front of class, in seminars 13 and 14. Between 0 and 45 points will be awarded for the task, to each student.	20%
	In order to complete the seminar and sit the first-session examination, students must obtain a minimum of 40 points from the two seminar tasks (i.e. quiz and assignment) and to have the minimum number of attendances. Active class participation is rewarded by extra bonus points		
9.6 Minimum performance standard			
<div><div>Resits:</div><ul style="list-style-type: none">The minimum standard is grade 5, on a scale from 1 to 10, for both the course and the seminar. The final grade will be the weighted average between the course (60%) and the seminar (40%).Students who failed the first exam or want to increase their grade can resit the exam. The course material will be evaluated like in the first session, through a multiple choice exam. For those who resit the exam to increase their grade, the principle that will be applied is: the higher grade is the one that will be taken into consideration.Students can resit the exam (sessions B or C) without achieving the minimum attendance rates.</div>			

- Students who did not complete or failed the seminar will need to pass a multiple choice test with questions from the topics discussed during the seminars, in the resits session.
- Students who have not met the minimum standards outlined in the course syllabus will have to re-enroll in the course and complete the associated activities in the following academic year.

Date of completion,
15.09.2025

Tenure teacher,
Alin Semenescu, Ph.D.
Lecturer

Date of approval

Head of Department
Delia Vîrgă, Ph.D.
Professor