

Basic information about the subject ( independent of the cycle)

<b>Module name</b>	<b>Emotional intelligence and social skills (EI) 15CA</b>
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	Basic psychological knowledge
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 15</p> <p>Consultations with an academic teacher 15</p> <p>Total number of hours with an academic teacher 30</p> <p>Number of ECTS points with an academic teacher 1</p> <p>Non-contact hours (students' own work) 60</p> <p>Total number of non-contact hours 60</p> <p>Number of ECTS points for non-contact hours 2</p> <p>Total number of ECTS points for the module 3</p>
Educational outcomes verification methods	essay: 2-3 A4 pages on EI and social skills; specific guidelines will be provided during the course.
Description	The module covers the knowledge in the area of emotional intelligence and social competencies. Students will get familiarised with essential knowledge about brain mechanisms of emotional and social skills. They will discuss ways and factors of EI development based on their own experience. There will be opportunity to find out how to improve social and emotional competencies for the sake of being efficient teachers and helping their students to succeed in their education and social interactions with their peers.
Reading list	<p>1. Barbey, A. K.; Colom, R.; Grafman, J. (2012). Distributed neural system for emotional intelligence revealed by lesion mapping. <i>Social Cognitive and Affective Neuroscience</i>, 9 (3), 265–272.</p> <p>2. Cavazotte, F.; Moreno, V.; Hickmann, M. (2012). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. <i>The Leadership Quarterly</i>, 23 (3), 443–455.</p> <p>3. Mikolajczak, M.; Luminet, O.; Leroy, C. Roy, E. (2007). Psychometric properties of the Trait Emotional Intelligence Questionnaire. <i>Journal of Personality</i></p>

	<p><i>Assessment</i>, 88, 338–353.</p> <p>4. Salovey, P.; Mayer, J.; Caruso, D. (2004), Emotional Intelligence: Theory, Findings, and Implications, <i>Psychological Inquiry</i>, 1, 197–215.</p>
Educational outcomes	<p>KNOWLEDGE - student knows:</p> <ol style="list-style-type: none"> <li>1. what EI is and what models can explain emotional and social competencies</li> <li>2. the potential ways of EI development and causes of its deficits.</li> </ol> <p>SKILLS - student is able to:</p> <ol style="list-style-type: none"> <li>1. recognize his/hers own emotional and social skills levels</li> <li>2. identify factors that are crucial for EI development</li> </ol> <p>ATTITUDES - student:</p> <ol style="list-style-type: none"> <li>1. respects other people thoughts and reflexions</li> <li>2. protects private and sensitive data.</li> </ol>
Practice	

#### Information about classes in the cycle

Website	
Educational outcomes verification methods	essay: 2-3 A4 pages on EI and social skills development, models and exercises.
Comments	Contact: u.oszwa@umcs.pl
Reading list	<ol style="list-style-type: none"> <li>1. Barbey, A. K.; Colom, R.; Grafman, J. (2012). Distributed neural system for emotional intelligence revealed by lesion mapping. <i>Social Cognitive and Affective Neuroscience</i>, 9 (3), 265–272.</li> <li>2. Cavazotte, F.; Moreno, V.; Hickmann, M. (2012). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. <i>The Leadership Quarterly</i>, 23 (3), 443–455.</li> <li>3. Mikolajczak, M.; Luminet, O.; Leroy, C. Roy, E. (2007). Psychometric properties of the Trait Emotional Intelligence Questionnaire. <i>Journal of Personality Assessment</i>, 88, 338–353.</li> <li>4. Salovey, P.; Mayer, J.; Caruso, D. (2004), Emotional Intelligence: Theory, Findings, and Implications, <i>Psychological Inquiry</i>, 1, 197–215.</li> </ol>
Educational outcomes	<p>KNOWLEDGE - student knows:</p> <ol style="list-style-type: none"> <li>1. what EI is and what models can explain emotional and social competencies</li> </ol>

	<p>2. the potential ways of EI development and causes of its disturbance.</p> <p>SKILLS - student is able to:</p> <ol style="list-style-type: none"> <li>1. recognize his/hers own emotional and social skills levels</li> <li>2. identify factors that are crucial for EI development</li> </ol> <p>ATTITUDES - student:</p> <ol style="list-style-type: none"> <li>1. respects other people thoughts and reflexions</li> <li>2. protects private and sensitive data.</li> </ol>
A list of topics	<ol style="list-style-type: none"> <li>1. Primary emotions and their role in our life - anger, joy, fear, sadness.</li> <li>2. Emotional and cognitive intelligence comparison.</li> <li>3. Essentials of neural mechanisms for emotional and social skills.</li> <li>4. Emotional intelligence ability, trait and mixed models - Salovey, Meyer, Caruso; Goleman; Bar-On.</li> <li>5. Development of emotional and social skills - the role of home environment and the relationships with the parents and siblings.</li> <li>6. Fairy tales roles in emotional and social development - Aesop's fables analysis.</li> <li>7. Practical tasks demonstrating emotional skills factors (photo-language, , etc.) - the important and meaning social and emotional experience from students' personal point of view.</li> <li>8. Meta-analysis of crucial EI elements in own experience: self-awareness, self-regulation, social skills, empathy, motivation.</li> <li>9. Criticism of EI concepts - its values and weak links.</li> <li>10. EI methods of measurement and assessment - how much are they reliable?</li> </ol>
Teaching methods	Workshop, group discussion, interactive lecture, explanation
Assessment methods	essay: 2-3 A4 written pages on IE and social skills development, models and improvement exercises.