

SS4226: EMOTIONAL AND RELATIONAL COMPETENCE

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Emotional and Relational Competence

Subject Code

SS - Social and Behavioural Sciences

Course Number

4226

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

In Hong Kong, student suicides have been a key concern in recent years. Suicidal behaviours among young students are often complicated involving multiple contributing factors and causal pathways. No single stressor could be enough to explain a suicide. Ironically, emotional distress and relational problems often act interactively, on the one hand, as risk factors to increase an individual's vulnerability to suicidal behaviour, and, on the other hand, as protective factors to increase one's resilience and connectedness, thus also help in suicidal prevention. In Hong Kong, we now have "one school with two social workers scheme" in secondary schools. School social work service has also been extended to primary and pre-primary schools. When school setting becomes one of the important contexts in social work practice, social workers should be well-equipped with knowledge, skills, and practice competence in understanding and handling emotions and relations of young students. In this course, students will explore the current scientific knowledge regarding the nature, functions, and processes of emotions and social interactions. Of particular interests will be the role of emotions in rational thinking and effective interpersonal behaviours, and its relational outcomes. On the basis of such understanding, students will discuss on the wisdom of emotions and practice making good use of emotions to enhance intrapersonal well-being, interpersonal relations, and problem solving.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the current scientific knowledge on the nature, functions, processes, and effects of emotions, and apply the knowledge in explaining everyday behaviours;	30	x	x	
2	Describe their own feelings and the emotions of others, and relate those feelings or emotions to the antecedent appraisals and to the resulting thinking or behaviours;	30	x		
3	Use the skills that maximize the functions of emotions and as a result enhances personal well-being, interpersonal relations, and problem solving;	20	x	x	x
4	Formulate an original, knowledge-based view on what constitute wisdom of emotions.	20	x	x	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Workshops	In this course, students will be guided to explore the current scientific knowledge of emotions and to develop various aspects of emotional competence through step-by-step workshops which involve brief lectures, activities followed by individual and/or group-based reflections, class discussion, and skill practices. The workshop series is arranged in a way that students will start their intellectual journey with an introduction to the background knowledge, then go on to practice self-awareness and other skills on handling emotions, finally come to analyses of the roles of emotions in thinking and interpersonal relations. All the workshops are interactive in nature and students will learn by doing, experiencing, and reflecting.	1, 2, 3, 4	
2	Homework exercises	To extend the scope of learning and to make knowledge transferable, after each workshop student will be assigned a homework exercise through which they will practice self reflection or skills of emotional competence out-of-class. For example, the homework assignment can be asking students to keep a diary of their feelings of the day for a week and then to examine the patterns of their emotions.	2, 3	

3	Self-study and presentation	<p>In addition to the workshops and homework exercises, students will acquire a broader scope of knowledge by studying current literature independently. To aid student' s self study, key concepts in the field will be introduced in the workshops, and a recommended reading list will be offered. Students will work in small groups, set a theme of study, and study the articles selected from the reading list, preferably also from other sources, with a focus on their theme of study. At the end of the semester, students will give a presentation summarizing the knowledge they acquire through self-study and applying the knowledge to a given real case.</p>	1	
4	Discussion paper	<p>At the end of the semester, students also need to submit a discussion paper in which they will integrate and apply all the knowledge they acquire through the course to an analysis of emotions in a real life situation. On the basis of an in-depth, knowledge-based analysis, students will discuss in their original perspectives what “emotional intelligence” should mean, if there is any, and what constitute the wisdom of emotions.</p>	1, 2, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Class discussion and worksheets: Students are required to attend workshops with active engagement in workshop activities.	2, 3	20
2	AT2: Group presentation: At the end of the course, students need to give a class presentation in small groups. The presentation will demonstrate the learning outcomes as a result of their exploration focusing on a particular theme and a given real life case.	1	40
3	AT3: Discussion paper: The discussion paper will be an integrative discussion which shows students' scientific knowledge, emotional understanding of the self or of people in general, and on the basis of it formulate an original view on wisdom of emotions. Students need to set their own theme of discussion, and have a real case to base on.	1, 2, 4	40

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Class participation and worksheets

Criterion

Ability to describe the emotions of their own and of others sensitively, and demonstrate use of skills that reflect emotional competence. In addition, capability to demonstrate active engagement in out-of-class practice of the skills students learned in classes, as well as proper use of self-reflective, empathic, and other emotional competence skills.

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2.Group presentation

Criterion

Capability to describe and apply knowledge accurately to case analyses in presentation.

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3.Discussion paper

Criterion

Ability to have an in-depth analysis of emotions in the real case, in which both application of knowledge and sensitivity to emotions should be shown, and capability to discuss the in-depth meaning underlying secondary emotions, and reasons for an original view on what constitutes a wise way of dealing with emotions.

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information**Keyword Syllabus**

The concepts of emotional intelligence, models, functions and processes of emotions;

Emotional self-awareness, emotional regulation, emotional self-motivation, empathy, and social skills in communicating emotions: accurately perceive emotions, use emotions to facilitate thinking, understand emotional meanings, and manage emotions;

Emotions in interpersonal relationships, conflicts and negotiation, emotion-cognition integration. Emotional control, judgment and decision making.

Social relations and competence in relating with family, peers, and in later stage of academic and career development.

Reading List**Compulsory Readings**

Title	
1	Kalat, J. W., & Shiota, M. N. (2011). <i>Emotion</i> (2nd ed.). Belmont, CA: Thomson Wadsworth.

Additional Readings

Title	
1	Carlson, E. et al. (2015). Maladaptive and adaptive emotion regulation through music: A behavioral and neuroimaging study of males and females. <i>Frontiers in Human Neuroscience</i> , 9, 466.
2	Chamber, R., Gullone, E. & Allen, N., B. (2009). Mindful emotion regulation: An integrative review. <i>Clinical Psychology Review</i> , 29, 560-572
3	Ekman, P. (1992). An argument for basic emotions. <i>Cognition & Emotion</i> , 6, 169-200.
4	Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. <i>American Psychologist</i> , 56, 218-226.
5	Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. <i>Review of General Psychology</i> , 2, 271-299.
6	Lindquist, K., A., Wager T. D., Koder, H. & Bliss-Moreau, E. (2012). The brain basis of emotion: A meta-analysis review. <i>The Behavioural and Brain Sciences</i> , 35, 121-143.
7	Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human Abilities: Emotional Intelligence. <i>Annual Review of Psychology</i> , 59, 507-536.
8	Moors, A. (2009). Theories of emotion causation: A review. <i>Cognition & Emotion</i> , 23, 625-662.
9	Nelson, D. & Low, Gary, (2011). <i>Emotional intelligence: Achieving academic and career excellence</i> . (2nd ed.). Boston, MA: Pearson Education.
10	Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Positive emotions in education. In E. Frydenberg (Ed.), <i>Beyond coping: Meeting goals, visions, and challenges beyond coping: Meeting goals, visions, and challenges</i> (pp. 149-173). Oxford University Press, New York, NY.
11	Reeve, J. (2014). <i>Understanding motivation and emotion</i> (6th ed.). Hoboken: John Wiley Inc.
12	Saarni, C. (2011). Emotional Development in Childhood. <i>Encyclopedia on Early Childhood Development</i> , 1-6.