



Contra Costa College Course Outline

Course Number	MEDIC 234
Course Title	Emotional Intelligence
Prerequisite	None
Challenge Policy	None
Co-requisite	None
Challenge Policy	None
Advisory	HHS 115 or MEDIC 223

Number of Weeks	18
Lecture Hours By Term	36
Lab Hours By Term	
*Hours By Arrangement	
Units	2

***HOURS BY ARRANGEMENT:** Hours per term.

ACTIVITIES: (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):

COURSE/CATALOG DESCRIPTION

This course is designed to help students increase their emotional intelligence. Emphasis will be on improving the ability to understand, employ, manage, and transform emotions for greater academic, personal, and/or professional success. Instruction of a seven-step process for problem-focused coping and dealing with emotionally-charged issues will be given for personal and professional applications.

COURSE OBJECTIVES:

At the completion of the course the student will be able to:

- Demonstrate the ability to sustain focus and attention on inner processes.
- Demonstrate understanding of the role that emotional intelligence plays in academic, personal, and professional success.
- Describe 16 emotional intelligence competencies.
- Demonstrate effective application of the seven-step process for dealing with and transforming emotions.

INTENDED STUDENT LEARNING OUTCOMES:

- Students will be able to demonstrate understanding of the role that emotional intelligence plays in academic, personal, and professional success.
- Students will be able to describe 16 emotional intelligence competencies.
- Students will be able to demonstrate the ability to apply a seven-step process for problem-focused coping and dealing with emotionally-driven issues.

COURSE CONTENT (Lecture):

1. Foundations:
 - a. Understanding emotional intelligence competencies
 - b. Focusing and working in-depth on various competencies
2. Directing attention:
 - a. Centering mind and body
 - b. Gaining body-mind-emotion awareness
3. Paying attention:
 - a. Naming, labeling, expressing emotions
 - b. Owning emotions, taking responsibility, recognizing root problems

- c. Empathizing with self and others
- d. Understanding emotions: their purpose, their message
- e. Problem-focused coping and emotional problem-solving with wisdom and integrity
- f. Creating options and action plans

4. Transforming attention:
- a. Recognizing emotional patterns and triggers
 - b. Re-patterning habitual thoughts, feelings, actions
 - c. Releasing negative affect; embodying ideal affect
 - d. Practicing and committing to action plans

COURSE CONTENT (Lab):

METHODS OF INSTRUCTION:

Class discussion, group activities, audio/visual aids, role-playing, class projects, home assignments, lecture

INSTRUCTIONAL MATERIALS:

NOTE: To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

Textbook Title:	<i>The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success Student Workbook.</i>
Author:	Stein, S., Book, H.E., & Kanoy, K.
Publisher:	Jossey-Bass.
Edition/Date:	2013
Textbook Reading Level:	14.7
Justification Statement:	<i>(For textbook beyond 7 years)</i>

OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:

Title 5, section 55002.5 establishes that a range of 48-54 hours of lecture, study, or lab work is required for one unit of credit.

- For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

Title 5, section 55002(a) 2F establishes coursework should call “for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.”

- For degree applicable courses: **List one example of critical thinking out-of-class assignments**

Outside of Class Weekly Assignments

Hours per week

Weekly Reading Assignments *(Include detailed assignment below, if applicable)*

2

Read and analyze six out of the nine case studies from the class text:

- Case Study 1: Why Can't I Make an A?
- Case Study 2: 15 Years to Graduate
- Case Study 3: But I'm Good!
- Case Study 4: Starting College
- Case Study 5: Shared Responsibilities
- Case Study 6: A Costly Decision
- Case Study 7: First Job Jitters
- Case Study 8: No Way
- Case Study 9: Twins?

For the case studies chosen, reflect on how emotional intelligence relates to the situation and its solution. Prepare for class discussion on what could have been done differently to make the situation better.

Weekly Writing Assignments (Include detailed assignment below, if applicable)

2

Prepare written answers to the Reflection Questions after each case study chosen, demonstrating your ability to identify emotional intelligence skills used and not used; the effects of emotional intelligence used and not used, on behavior; and the difference between how you could have handled the situation using emotional intelligence, and how it was handled in the case study.

Weekly Math Problems (Include detailed assignment below, if applicable)

Lab or Software Application Assignments (Include detailed assignment below, if applicable)

Other Performance Assignments (Include detailed assignment below, if applicable)

STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)

Title 5, section 55002 (a) 2A requires that the grade be based on demonstrated proficiency in subject matter.

- For degree applicable courses: Course requires essay writing, or, in courses where the curriculum committee deems appropriate, problem solving exercises, or skills demonstrations by students.

Title 5, section 55002(a) 2F requires that coursework call for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

- For degree applicable courses: List (an) example(s) of methods of evaluation that assess critical thinking.

<input type="checkbox"/>	%	Essay	Essays are inappropriate for this course.
25	%	Computation or Non-computational Problem Solving Skills	Short answers/paragraphs will be required and graded that pertain to self-reflection and/or case studies using problem-solving and critical-thinking skills.
<input type="checkbox"/>	%	Skills Demonstration	
20	%	Objective Examinations	
		Other (describe)	
20	%	Class Participation	
15	%	Final Project	
20	%	Final Exam	

GRADING POLICY: (Choose LG, P/NP, or SC)

Letter Grade
 90% - 100% = A
 80% - 89% = B
 70% - 79% = C
 60% - 69% = D
 Below 60% = F

Pass / No Pass
 70% and above = Pass
 Below 70% = No Pass

Student Choice
 90% - 100% = A
 80% - 89% = B
 70% - 79% = C
 60% - 69% = D
 Below 60% = F
 or
 70% and above = Pass
 Below 70% = No Pass

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 Date: 4/2/15