KHARKIV NATIONAL MEDICAL UNIVERSITY

The V Faculty on Training Foreign Students

Philosophy department

Medicine

Educational program for training specialists of the second (master's)

level of higher education, direction of training 22 “Health care”

Specialty 222 «Medicine»

SYLLABUS OF THE ACADEMIC DISCIPLINE

**Elective course**

**„EMOTIONAL INTELLIGENCE”**

|  |  |  |
| --- | --- | --- |
| The syllabus of the academic discipline was approved at a meeting of the Philosophy Department  Protocol # 12 of August 27, 2020  Head of Department  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ K.І. Karpenko (signature) (last name and initials)  August 27, 2020 |  | Approved at a meeting of the Methodical commission of KhNMU on the problems of humanitarian and socio-economic training  (title)  Protocol # 7 of August 27, 2020  Head  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ K.I. Karpenko (signature (last name and initials)  August 27, 2020 |

Kharkiv – 2020

**Developer:**  Associate professor Marushchenko O.A.

**Information about the teacher who teaches the discipline**

|  |  |
| --- | --- |
| Last name, first name, patronymic | Maruschenko Oleg Anatoliyovych |
| Scientific degree | PhD in Sociology |
| Academic status | Docent |
| Position | Associate Professor |
| Contact phone | +380991654389 |
| Email | o.a.maruschenko@gmail.com |
| Location of the department | Kharkiv, Pr. Nauky, 4, 3rd floor, room 116 |
| Contacts | work phone (057) 707-73-38,  електронна пошта: [kaf.5med.filosofii@knmu.edu.ua](mailto:kaf.5med.filosofii@knmu.edu.ua) |
| Schedule of classes | According to the schedule |
| Consultations / testing | Full-time: according to the schedule of works at the department / by prior arrangement  Online: on the Moodle platform, on the ZOOM platform according to the schedule  E-mail for operative contact concerning working off:  kaf.5med.filosofii@knmu.edu.ua |

**Discipline information**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of indicators Field of knowledge | direction of training, educational and qualification level | Characteristics of the discipline | |
|  |  | Full-time education | |
| Number of credits: 3 | Training direction:  22 "Health care"  (code and name) | Elective course | |
| Total number of hours 90 | Specialty 222 «Medicine»  (code and name) | Year of preparation: | |
| 2-nd |  |
| **Semester** | |
| 3 or 4 | |
| **Lectures** | |
| Training hours:  classrooms – 20  self-learning – 70 | Education level:  master | 10 hours | **–** |
| **Practical** | |
| 10 hours | **–** |
| **Laboratory** | |
| **–** | **–** |
| **Self-learning** | |
| 70 год. | – |
| **Individual tasks:**– | |
| Type of control:credit | |

Educational program of higher education of Ukraine, second (master's) level, educational qualification awarded - master, field of knowledge – 22 Health care, specialty 222 "Medicine" is based on the Law of Ukraine "On Higher Education" and the resolution of the Cabinet of Ministers of Ukraine 01.02.2017 № 53 “On Amendments to the Resolution of the Cabinet of Ministers of Ukraine from 29.04.2015 № 266 », in accordance with the order of the Ministry of Education and Science of Ukraine from 01.06.2016 № 600« About the statement and introduction in action of Methodical recommendations concerning development of standards of higher education».

The study of the discipline "Emotional intelligence" is aimed at developing students' understanding of the essence of emotional intelligence and ways of its development, in particular as a basis for personal and professional development.

**Purpose of studying the discipline**

Development of students' understanding of emotional intelligence and its components, basic approaches to the development of emotional intelligence, as well as the acquisition of practical skills of managing their own emotions as a basis for personal and professional development.

**The main tasks**

• acquainting students with the essence of emotional intelligence and its significance, components and prerequisites for formation;

• present the basic theories and models that describe emotional intelligence;

• to characterize socio-emotional and ethical learning as a modern educational technology for the formation of emotional intelligence;

• present approaches to the development of emotional intelligence;

• characterize the emotional intelligence of the doctor.

**Status and format of teaching the discipline**

The discipline is an elective course.

The format of teaching the discipline is full-time, but if necessary it can be taught in a mixed format, combining traditional forms of classroom learning with elements of distance learning (on the platforms Moodle and ZOOM).

**Teaching methods**

According to the sources of knowledge, the following teaching methods are used: verbal - story, explanation; visual - presentation, illustration; practical - independent work, practical work. By the nature of the logic of cognition, the following methods are used: analytical, synthetic, analytical-synthetic, inductive, deductive. According to the level of independent mental activity, the following methods are used: problem-based, partial-search, research.

**Recommended reading**

1. An Introduction to Emotional Intelligence / Lorraine Dacre Pool, Pamela Qualter/ – John Wiley and sons ltd. – 2018. – 249 p.
2. Gill Hasson Understanding Emotional Intelligence /H. Gill/ Pearson UK. – 2015, 208 p.
3. Hariharan Meena, Padhy Meera Emotional Intelligence of Doctors. // Social Science International/ –2011. – vol. 27, pp. 15-22.
4. Kevin R. Murphy A Critique of Emotional Intelligence: What Are the Problems and How Can They Be Fixed? /Applied Psychology Series/ R. Murphy Kevin/ Psychology Press. – 2014, 392 p.
5. Mayer J.D. The intelligence of emotional intelligence. Intelligence. / J.D. Mayer / – NY., 1993. – pp. 433-442.
6. Meloney Sallie-Dosunmu Using Emotional Intelligence in the Workplace /S.-D. Meloney/ Association for Talent Development. – 2016, 20 p.
7. Nicolae Sfetcu Emotions and Emotional Intelligence In Organizations /S. Nicolae/ Lulu Press, Inc. – 2020
8. Samira A. El-Sayed Mansour Emotional Intelligence: The Road to Success /A. El-Sayed M. Samira/ Dog Ear Publishing. – 2017, 152 p.

**Interdisciplinary connections**

The discipline "Emotional intelligence" has, first of all, connections with such disciplines as "Philosophy", "Ethics".

Prerequisites. The study of the discipline involves the prior mastering of subjects of social and humanitarian direction.

**Learning outcomes**

As a result of mastering the discipline, the student must demonstrate the following learning outcomes:

• *know*: the essence and components of emotional intelligence; a range of theories and models that describe emotional intelligence; basics of socio-emotional and ethical learning; approaches to the development of emotional intelligence; features of the doctor's emotional intelligence;

• *be able to*: identify and name their emotions and others; be aware of their own emotions and experiences; to carry out self-analysis and reflection, to control own emotional state; show empathy; manage the emotional component of a conflict situation; apply knowledge of emotional intelligence in personal and professional development, in particular in the medical profession.

**The structure of the discipline**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Names of sections of the discipline and themes | Number of hours | | | | | | |
| Form of study (day or evening) | | | | | | |
| total | Including | | | | | |
| Lect. | Pract. | | Lab. | Ind. | Self-dependent |
| 1 | 2 | 3 | 4 | | 5 | 6 | 7 |
| *Topic 1.* Emotional intelligence and its components | 16 | 2 | 2 | – | | – | 12 |
| *Topic 2.* Theory and practice of emotional intelligence research | 16 | 2 | 2 | – | | – | 12 |
| *Topic 3.* Emotional intelligence and education. Socio-emotional and ethical learning | 18 | 2 | 2 | – | | – | 14 |
| *Topic 4.* Approaches to the development of emotional intelligence | 20 | 2 | 2 | – | | – | 16 |
| *Topic 5.* Emotional intelligence of the doctor | 20 | 2 | 2 | – | | – | 16 |
| Total hours of discipline | 90 | 10 | 10 | – | | – | 70 |

**The content of the discipline**

Topic 1. Emotional intelligence and its components.

The essence of emotional intelligence. Emotional intelligence in the structure of personality.

Biological and social prerequisites for the formation of emotional intelligence.

Approaches to understanding emotional intelligence.

Components of emotional intelligence.

The value of emotional intelligence in human life.

Topic 2. Theory and practice of emotional intelligence research.

Review of basic research on emotional intelligence.

R. Bar-On's theory and model of emotional intelligence.

Models of emotional intelligence by J. Meyer, P. Salovey.

D. Goleman's theory and model of emotional intelligence.

Ways to assess emotional intelligence. Self-knowledge and self-esteem in the structure of emotional intelligence.

Topic 3. Emotional intelligence and education. Socio-emotional and ethical learning.

Education as a tool for the development of emotional intelligence.

Socio-emotional and ethical learning: concept and methodology.

Implementation of three dimensions of socio-emotional and ethical learning (awareness, empathy, involvement) at three levels (personal, social, systemic).

Awareness of emotions and identification of feelings.

Topic 4. Approaches to the development of emotional intelligence.

Emotional intelligence as a tool for achieving social success.

Skills of emotional self-regulation and emotional mobilization.

Empathy and levels of its development. Empathy.

Managing the emotional component of a conflict situation.

Emotional leadership. Emotional intelligence of the leader.

Topic 5. Emotional intelligence of the doctor.

Emotional intelligence in the system of professional development.

Features of the development of emotional intelligence of the doctor. Emotional intelligence of a doctor in the system of professional relations.

The role of emotional intelligence in relationships with patients.

**Discipline policy and values**

Syllabus and the process of teaching takes into account the possibility of fully attracting applicants for education with special educational needs. The Department of Philosophy is a space free from any discrimination, friendly to any person with special educational needs.

**Academic expectations. Course Requirements**

Students are expected to attend all lectures and classes. If they missed class, they need to work it off. The work off takes place online and/ or offline in accordance with the "Regulations on the procedure for working off classes by students of the Kharkiv National Medical University" and in accordance with the schedule for accepting work offs posted on the information stand of the department/ on the department page on the Moodle platform.

Writing tasks and homework must be completed in full and in time, if students have questions, they can contact the teacher personally or by e-mail, which the teacher will provide at the first class.

**Сlasses**

Active participation in the discussion is encouraged, students should be ready to understand in detail the material, ask questions, express their point of view, discuss. During the discussion, the following points are important:

- respect for colleagues,

- tolerance towards others and their experiences,

- sensitivity and impartiality,

- the ability to disagree with opinions, but respect the personality of the opponent,

- careful argumentation of your opinion and the courage to change your position under the influence of evidences,

- I statements, when a person avoids unnecessary generalizations, describes her/ his feelings and formulates her/ his wishes based on their own thoughts and emotions,

- acquaintance with primary sources is compulsory.

Creative approach in its various forms is encouraged. Students are expected to be interested in participating in Ukrainian and international conferences, competitions and other events.

**Labor protection**

During the first class of the course, the basic principles of labor protection will be explained by conducting appropriate instructions. It is expected that everyone should know where the emergency exit closest to the audience is, where the fire extinguisher is located, how to use it, etc.

**In-class behavior. Basic “dos and don'ts”**

It is important for students to follow the rules of proper behavior at the university. These rules are general for everyone, they also apply to the professors, lecturers and staff, and do not fundamentally differ from generally accepted norms.

During classes **it is allowed:**

- to leave the class for a short time, if necessary and with the permission of the teacher (also online)

- to drink soft drinks;

- to take pictures of presentation slides;

- to participate in the class actively (see Academic Expectations).

It is prohibited:

- to eat (this does not apply to persons whose special medical condition requires another, in this case medical confirmation is required)

- to smoke,

- to drink alcoholic and even low-alcohol drinks or drugs;

- to use obscene language or words that offend the honor and dignity of colleagues and faculty;

- to play gambling;

- to make harm to the material and technical base of the university (damage inventory, equipment; furniture, walls, floors, litter premises and territories)

- to make noise, shout or listen to loud music during the class.

**Plagiarism and academic integrity**

The Philosophy Department maintains zero tolerance for plagiarism. Students are expected to constantly raise their awareness of academic writing. The first classes will provide information on what to consider as plagiarism and how to properly conduct the scientific research. The use of electronic gadgets is allowed only for educational purposes and with the permission of the teacher.

**Procedure for informing about changes in the syllabus**

The teacher is obliged to inform the students about the changes made to the syllabus. The updated syllabus is posted on the official website of the university in accordance with the established procedure.

**Evaluation policy**

The control of current educational activity is carried out by the teacher of academic group at each practical session according to the following kinds of activity with use of certain evaluation criteria:

1. THE TEST:

***“excellent”*** is given for all correct answers;

***“good”*** is given for 75-99% of correct answers;

***“satisfactory”*** is given for 50-74% of correct answers;

***“unsatisfactory”*** is given if the student answered less than half of the questions correctly, or did not answer at all.

1. ORAL ANSWER:

***“excellent”*** is given for a complete, comprehensive answer to the main questions, as well as additional questions of the teacher. In so doing the student must demonstrate a deep knowledge of the basic theoretical material of the discipline, the ability to think logically and creatively, argue the main points, successfully illustrate them with examples from life or fiction, demonstrate the ability to defend their own point of view in solving problems, problem situations, based on this is a good command of the basic terminology of the discipline.

***“good”*** in general remains the same requirements as for the grade of “excellent”, with some answers is not sufficiently complete.

***“satisfactory”*** is set if the student has mastered the basic provisions of the course, has the necessary minimum of concepts, can use them in solving problems. At the same time vague answers to some basic and additional questions, and also reproductive thinking are possible.

***“unsatisfactory”*** is applied when the above requirements are not met.

1. PRESENTATION OF THE REPORT (ABSTRACT) IN THE CLASSROOM:

***“excellent”*** for the ability clearly convey the main provisions of the problem within the time provided (7-10 minutes), for answering questions from the audience, for the ability to attract their attention, as well as for the emotionally inspired context of the report and proper technical design in accordance with the requirements of scientific works.

***“good”*** is placed when the above conditions are met, but when their volumes are not fully met.

***“satisfactory”*** is considered if the student demonstrates a purely reproductive approach to teaching the problem without elements of creativity, without proper design of the text of the abstract.

***“unsatisfactory”*** is placed in the case when the student is unable to present the abstract, does not have the material set out in it, as well as in the event that the abstract is not prepared at all.

1. WRITTEN ANSWER:

***“excellent”*** is considered a complete, comprehensive answer to the question, when the student must demonstrate not only a deep knowledge of the basic theoretical material of the discipline, but also the ability to think logically and creatively, argue the main points, based on good command of basic terminology.

***“good”*** – In general, the same requirements remain as for the assessment of “excellent” with insufficiently complete or correct answer to the question.

***“satisfactory”*** is given if the answer is unclear, insufficiently substantiated, incomplete or to a greater extent incorrect.

***“unsatisfactory”*** is placed when the answer is missing or incorrect.

1. ACTIVITY IN A PRACTICAL LESSON:

It is evaluated by incentive points in accordance with the participation in the discussion of questions, as well as taking into account the quality of the answers provided.

6. INDEPENDENT EXTRACURRICULAR WORK is evaluated during the current control of the topic in the relevant lesson, taking into account the following requirements:

- additionally prepared information on the topic of homework;

- acquaintance with primary sources;

- review of sources;

- preparation of presentation materials;

- work with regulatory sources;

- essay preparation;

- performance of creative tasks.

Every student has the right to appeal against the received grade, for which, first of all, he/she should turn to own teacher, and if necessary – to the head of the department, Professor Karpenko K.I. (main building, 3rd floor, room 117).

During the evaluation of the mastering of each educational topic of the discipline and the final lesson (FL) the student is given a grade on a national 4-point scale. The final score on the current educational activities (CEA) is defined as the arithmetic mean of the national grades for each lesson and FL, rounded to 2 decimal places and converted into a multi-point scale according to Table 1.

**Table 1. Conversion of the average score for current activities into a multi-point scale:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4-point scale | 200-point scale |  | 4-point scale | 200-point scale |  | 4-point scale | 200-point scale |
| 5 | 200 | 4.22-4,23 | 169 | 3.45-3,46 | 138 |
| 4.97-4,99 | 199 | 4.19-4,21 | 168 | 3.42-3,44 | 137 |
| 4.95-4,96 | 198 | 4.17-4,18 | 167 | 3.4-3,41 | 136 |
| 4.92-4,94 | 197 | 4.14-4,16 | 166 | 3.37-3,39 | 135 |
| 4.9-4,91 | 196 | 4.12-4,13 | 165 | 3.35-3,36 | 134 |
| 4.87-4,89 | 195 | 4.09-4,11 | 164 | 3.32-3,34 | 133 |
| 4.85-4,86 | 194 | 4.07-4,08 | 163 | 3.3-3,31 | 132 |
| 4.82-4,84 | 193 | 4.04-4,06 | 162 | 3.27-3,29 | 131 |
| 4.8-4,81 | 192 | 4.02-4,03 | 161 | 3.25-3,26 | 130 |
| 4.77-4,79 | 191 | 3.99-4,01 | 160 | 3.22-3,24 | 129 |
| 4.75-4,76 | 190 | 3.97-3,98 | 159 | 3.2-3,21 | 128 |
| 4.72-4,74 | 189 | 3.94-3,96 | 158 | 3.17-3,19 | 127 |
| 4.7-4,71 | 188 | 3.92-3,93 | 157 | 3.15-3,16 | 126 |
| 4.67-4,69 | 187 | 3.89-3,91 | 156 | 3.12-3,14 | 125 |
| 4.65-4,66 | 186 | 3.87-3,88 | 155 | 3.1-3,11 | 124 |
| 4.62-4,64 | 185 | 3.84-3,86 | 154 | 3.07-3,09 | 123 |
| 4.6-4,61 | 184 | 3.82-3,83 | 153 | 3.05-3,06 | 122 |
| 4.57-4,59 | 183 | 3.79-3,81 | 152 | 3.02-3,04 | 121 |
| 4.54-4,56 | 182 | 3.77-3,78 | 151 | 3-3,01 | 120 |
| 4.52-4,53 | 181 | 3.74-3,76 | 150 | **Less than 3** | **Not enough** |
| 4.5-4,51 | 180 | 3.72-3,73 | 149 |  |  |
| 4.47-4,49 | 179 | 3.7-3,71 | 148 |
| 4.45-4,46 | 178 | 3.67-3,69 | 147 |  |  |
| 4.42-4,44 | 177 | 3.65-3,66 | 146 |  |
| 4.4-4,41 | 176 | 3.62-3,64 | 145 |  |  |
| 4.37-4,39 | 175 | 3.6-3,61 | 144 |  |  |
| 4.35-4,36 | 174 | 3.57-3,59 | 143 |  |  |
| 4.32-4,34 | 173 | 3.55-3,56 | 142 |  |  |
| 4.3-4,31 | 172 | 3.52-3,54 | 141 |  |  |
| 4,27-4,29 | 171 | 3.5-3,51 | 140 |  |  |
| 4.24-4,26 | 170 | 3.47-3,49 | 139 |  |  |

**Questions for the final class**

1. The essence of emotional intelligence. Emotional intelligence in the structure of personality.
2. Biological and social prerequisites for the formation of emotional intelligence.
3. Approaches to understanding emotional intelligence.
4. Components of emotional intelligence.
5. The importance of emotional intelligence in human life.
6. Theory and model of emotional intelligence R. Bar-On.
7. Models of emotional intelligence by J. Meyer, P. Salovey.
8. The theory and model of emotional intelligence D. Goleman.
9. Ways to assess emotional intelligence. Self-knowledge and self-esteem in the structure of emotional intelligence.
10. Education as a tool for the development of emotional intelligence.
11. Socio-emotional and ethical learning: concept and methodology.
12. Implementation of three dimensions of socio-emotional and ethical learning (awareness, empathy, involvement) at three levels (personal, social, systemic).
13. Awareness of emotions and identification of feelings.
14. Emotional intelligence as a tool for achieving social success.
15. Skills of emotional self-regulation and emotional mobilization.
16. Empathy and levels of its development. Empathy.
17. Management of the emotional component of the conflict situation.
18. Emotional leadership. Emotional intelligence of the leader.
19. Emotional intelligence in the system of professional development.
20. Features of the development of emotional intelligence of the doctor. Emotional intelligence of a doctor in the system of professional relations.
21. The role of emotional intelligence in relationships with patients.

Head of the Philosophy Department, Prof. K.I. Karpenko